



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SOPHIA GIRLS' COLLEGE (AUTONOMOUS), AJMER

MIRSHALI, JAIPUR ROAD

305001

<https://sophia.college>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sophia Girls' College is a catholic minority educational institution managed by the Mission Sisters of Ajmer. Established in 1959, the College is affiliated to MDS University, Ajmer and is recognised under Section 2(f) 12B of UGC Act, 1956. In 2015 the College was granted Autonomous status by UGC which has been successfully renewed in 2021. A pioneer institution for women education in Rajasthan, it is one of the few colleges in Rajasthan which was Re - accredited 'A Grade' by NAAC (UGC) in the second cycle from 2010-2021.

Conceived with the objective of educating women in a traditionally orthodox and educationally backward state of Rajasthan where patriarchy is still the prevalent order, the College strives hard to concretize its objective of women empowerment by offering 10 UG, 09 PG, 10 Diploma and 04 Doctoral Programmes in the faculty of Arts, Science, Commerce, Computer Science, Management and Library & Information Science. As the city of Ajmer is a semi-urban settlement, most of the students are first-generation learners and the College's Mentor-Mentee system creates an umbilical bond between the faculty and students. Infrastructure facilities like ICT enabled classrooms, Library and Information Centre, laboratories, state-of-the-art auditoriums, sports field, gymnasium, canteen, hostel, Wi-Fi campus, etc., enhance the ambience of higher education. The College implemented the Choice Based Credit Scheme in 2018 and gives a wide range of opportunities to gain credits through value-added courses, internships and outreach programs. The College has 45 functional MoUs with institutions of national and international repute to enrich the academic acuity of the staff and students. To support the emerging student entrepreneurs, the College has an Institutional Innovation Cell which is recognized by the Ministry of Human Resource Development. As a mark of its glorious journey, the College has instituted 267 scholarships (2016-21) for its students and provided fee remission and exemption for many of its needy students during COVID-19. In consonance with its motto 'Seek Ye Wisdom', the College strives hard to offer a plethora of vocational and skill-based international certification courses to build global competencies among the young women of semi-urban Ajmer and ingrain the urge to acquire knowledge and discernment among its students so as to enable them to become empowered women in every facet of life.

Vision

VISION

To work for the promotion and empowerment of women in the field of Higher Education by providing ample opportunities for their holistic development so as to enable them to make an effective contribution to the community, society and nation.

Mission

MISSION

Sophia Girls' College seeks to pursue wisdom by nurturing scholastic excellence, instilling moral values,

creating responsible citizens and building global competencies.

GOALS

- To lead the students towards the pursuit of truth, knowledge and God
- To implant eternal values so as to enable them to become beacons of light and ambassadors of humanity
- To inculcate discernment so that they think with acumen and astuteness
- To recognize and bolster distinct talents of each student
- To stress on individual development bearing in mind the changing needs of society
- To mould young girls into mature, responsible, just and empowered women
- To acclimatize the learners to the changing social milieu while being conversant to the traditional values
- To sensitize the students to reach out to the marginalized and the underprivileged

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Supportive Management that encourages decentralization and participative governance
- E-Governance in admission, administration, accounts and evaluation
- Qualified, experienced and conscientious Teachers
- Dynamic Curriculum designed to develop both local and global competencies.
- Choice Based Credit System at UG and PG Level.
- Discipline Specific Electives, Skill Development Courses, Ability Enhancement Courses, Internships and Outreach Programs
- 45 functional MoUs for Staff and Student Exchange
- Academic Audit and Green Audit
- Value Education Sessions
- Remedial classes for slow learners
- Active and Supportive Parent Body.
- Major and Minor Research Projects
- Well stocked and fully automated Central Library
- High Speed Broadband Connectivity
- Active Departmental Associations and Forums.
- Laborious and efficient class fourth staff.
- Clear and well-documented Institutional Policies.
- Safe and Secure Hostel Facility.
- Students clearing UGC-JRF, NET, GATE, UPSC, SSC and RPSC Exams.
- Student Support Services like Training and Placement Cell, Anti-Ragging and Vigilance Cell and Anti-Sexual Harassment Cell etc.
- ICT enabled classrooms.
- State-of-the Art Infrastructure
- Clean, green, serene and eco-friendly Campus
- Common Rooms, Sit-outs and patios

- Air-Conditioned Multi-purpose Hall and Indoor Stadium cum Auditorium with ultra-modern light and sound system.
 - Regular Health Check-ups through Medical Camps
 - Conference Room, Board Room and Seminar Room
 - Departmental Staff Rooms
 - International & National Seminars/Conferences/Workshops/Webinars
 - Guest Lectures, Extension Lectures, Motivational Talks by eminent speakers and scholars
 - Innovative Pedagogy in teaching and evaluation
 - Distinguished Alumni in areas like administration, academics, management, media, finance, politics and social service and a Vibrant Alumni Association
-
- Effective feedback mechanism from employers, alumni, parents and students.
 - Efficacious Mentor Mentee System.
 - Scholarships & Freeships for financially weak students.
 - Special guidance for Advanced Learners
 - Extension activities like nutrition/sanitation/vaccination drives in adopted villages.
 - On-Campus Counselling Facility by a trained Counsellor
 - Two NCC Units (Army & Navy)
 - Socially Sensitive NSS wings
 - Staff Welfare schemes
 - Student Insurance
 - Insurance for Class IV employees.

Institutional Weakness

- Paucity of funds as the Institution is totally self-financed and receives no government aid.
- Limited scope for Industrial and Corporate Collaborations in Ajmer.
- Staff attrition as young faculty opt for better opportunities and marriage.
- No patent filed as yet
- More Faculty to be recognized as Research Guides
- Migration of students to larger cities.
- Limited number of students clearing government exams
- Preference of students to opt for professional courses like 4-year ITEP and not receiving permission from Government to begin ITEP
- Few staff and students from outside state and foreign countries resulting in limited diversity
- Need to open Post-Graduation Programs in more Departments

Institutional Opportunity

- Encouraging Inter-disciplinary research and collaboration with other colleges.
- Initiating Job Oriented Courses
- MHRD recognized Innovation Cell to support the setting up of entrepreneurial start-ups
- Introducing more skill acquisition programmes to enhance the students' employability quotient.
- Facilitate more faculty and student exchange programmes.
- Apply for more grants under - Star Scheme, DST.
- Using the proximity of excellent higher education centres like Manipal, Amity, Central University

Rajasthan, Banasthali Vidyapeeth, etc., for future research and other academic endeavours.

- Introduction of New Courses like Masters in Public Administration and Psychology
- Establishment of an IGNOU Centre.
- Introduction of integrated Four-Year ITEP Programs
- Arranging visits of MNCs for campus placement.
- Internship programs for students in traditional disciplines, especially virtual internships due to the current pandemic
- Awareness about social work and community service in NGOs
- Online coaching for NET-JRF and Competitive Exams to students from other institutions
- Become a DBT Star College
- Involving larger number of alumni, specifically NRI for sponsoring scholarships and infrastructure.

Institutional Challenge

- Parent university has put the capping of 20 per cent on syllabus revision leaving very less scope for innovation
- Rising inflation and lack of government funding puts pressure on college exchequer.
- Majority of new generation students are lethargic, casual and confused in their approach to higher education.
- Restriction by the parent university on the number of students per section/class.
- Altruistic gestures like fee exemption for students whose parents lost their jobs during corona creates a dent in the College Exchequer.
- Weak network in certain sections of the city and its outskirts lead to connectivity issues during online teaching and evaluation
- Early marriage in some communities cause students to be irregular and discontinue the studies
- Traditional mindset of conservative families prevents students to go for internships, outreach programmes, higher studies and jobs out of the city
- Many students are first generation learners so there is lack of support and conviction from their parents.
- Decreased enrollment in P.G programs due to subsidised fee in P.G programs offered by Government institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Curriculum offered by Sophia Girls' College (Autonomous), Ajmer during the NAAC assessment period comprises of 10 U.G., 9 P.G., 10 Diploma and 4 Doctoral Programmes in the Departments of Arts, Science, Commerce, Computer Science, Management and Library & information Science. These include a total of 704 courses that encompass the Core Courses, Discipline Specific Electives, Generic Electives, Skill and Ability Enhancement Courses. 10092 students undertook Value-Added Courses comprising of both transferable as well as life skills. Field Projects and Internships at both UG and PG level lead to experiential learning. All the above offer a wide choice and greater flexibility for the students especially with the College adopting CBCS in 2018 for Post Graduate Programs and in 2019 the scheme was implemented for Under Graduate Programs. The Curriculum is designed in accordance with the broad guidelines laid down by Maharshi Dayanand Saraswati

University, Ajmer, syncing with the educational policies of the UGC. The curriculum framework encompasses Program outcomes, Program specific outcomes and Course outcomes clearly earmarked in the syllabi. The Curriculum design gives importance to Outcome Based Learning and the syllabus is aimed at enhancing the employability, entrepreneurship and skill development of the students. The learner-centric curriculum offers special courses interlaced within the fabric of many of the syllabi that strive to delve deep into the ideas of Gender Equality, Environmental Conservation, Sustainable Development, Human values and Professional Ethics. A transparent feedback system and inclusion of student representative, alumni, industry representative besides the subject experts in the Board of Studies Meeting ensures continuous evaluation and updating of both the course content and teaching-learning methods. The stakeholder feedback is regularly tabulated, analysed and action taken reports are presented in statutory body meetings.

Teaching-learning and Evaluation

Sophia Girls' College (Autonomous), Ajmer focuses on the holistic development of its students giving due importance to physical, emotional, social, spiritual, and mental well-being.

This is ensured by the use of multiple teaching pedagogies ranging from brainstorming to case studies and from field trips to flipped classrooms along with Experiential, Participative and Problem Solving methodologies. The Digital Learning Centre facilitates E Content development using Moodle along with ICT enabled Tools.

Students are also supported through a well-designed Mentor-Mentee System. Student satisfaction levels are regularly monitored through offline as well as online modes. There is a strong feedback and self-appraisal system to ensure quality enhancement.

The IQAC of the College is responsible for monitoring all the curricular, co-curricular and extra-curricular activities and provides the necessary support to teachers and students in the teaching-learning process. In accordance with the Outcome Based Education policy mapping of outcomes is performed to monitor the students' growth and performance using Non-CGPA indicators.

The College upholds utmost transparency in the admission process by strictly adhering to State Government and University norms and College Admission

and Reservation Policy. All the admission related updates are uploaded on the College Website. We have students from diverse socio-economic, cultural and educational backgrounds with some of them also being first-generation learners.

The College meticulously plans teaching, learning and evaluation schedules by strictly following the Academic Calendar created for this purpose. As per the guidelines enumerated by the ERP Policy, Sophia ERP portal helps in maintaining student database for assessment, examination, evaluation and result declaration purposes. As per

the Examination Policy, Continuous Internal Assessments (CIA) are conducted after two units of the Syllabus is over to assess the academic growth of the students while the Semester End Examinations are conducted at the end to evaluate their academic achievement. Slow learners and advanced learners are identified after thorough analysis by the faculty members. Remedial classes are conducted to ensure the academic progress of the slow learners.

Special lectures and mentorship sessions are taken with advanced learners to help them attain academic excellence and also discover their areas of interest.

Research, Innovations and Extension

The College has a well-defined policy for the promotion of research and has established a Research Cell to envisage and encourage research activities in the premises. To enhance the professional competency, the Management offers research incentives for Faculty involved in book and paper publications, attending seminars and conferences, presenting research papers, completion of Ph.D., undertaking Major/ minor/ Institutional research projects, clearing NET, guiding Ph.D. students, etc.

Under the guidance of the Research Cell, the Department of English and Geography publishes two peer reviewed international journals- Motifs and Khoj.

The students are encouraged to write research papers, submit a dissertation in lieu of a paper, participate in conferences and seminars, take up internships, become entrepreneurs and sell their products online as well as at College fests.

The MHRD recognized Institutional Innovation Cell of the College strives hard to foster a spirit of innovation among the budding entrepreneurs. A seed money grant is provided to them to motivate their innovative and creative start-ups.

Through several National and International MoUs, the College extends its services and makes its dedicated efforts to share its knowledge. As per the Institutional consultancy policy, the College offers both individual as well as institutional consultancy services for mutual benefit of the Institution, industry and neighbourhood.

To enable the students to become beacons of light and ambassadors of 'humanity' the College regularly organises outreach programmes and extension activities like-

- Visit to the Central Jail
- Visit to the Homes for the aged, dying and destitute.
- Visit to schools for special children
- Blood Donation Camp
- Tree Plantation
- Health, Hygiene and Sanitation Awareness Camps.
- Donation Drives in times of Natural Calamity
- Socio Economic Surveys
- Women Empowerment
- AIDS Awareness

The Institution ensures quality research as envisaged in its policies of Code of Ethics and Intellectual Property

Rights.

All these activities lead to character formation, instil moral values and motivate the students to take up careers in which they can significantly contribute towards a better society and nation. These initiatives are also in tune with the Skill India Mission promoted by the Government of India in recent years.

Infrastructure and Learning Resources

The College builds up progressively on its commitment of creating an excellent infrastructure.

The exquisitely green Campus is spread over an area of 9.9 acres with ten sports fields and courts having state-of-the-art infrastructure, 48 Halls and classrooms with desktop, projector and Wi-Fi facilities, 20 well-equipped and maintained laboratories.

The College boasts of an Indoor Stadium with technologically advanced light and sound system and a seating capacity of over approximately 2000 people, an air-conditioned Multipurpose Auditorium with a seating capacity of 500 and a theatre screen with high-quality acoustic panels.

The College has an automated Central Library with INFLIBNET, and OPAC facility. The Learning and Resource Centre, accessible to both staff and students, contains more than 39774 books; 8,00000 plus e-books; 65 journals and more than 6000 e-journals.

The College has a Gymnasium equipped with modern gadgets and a half Olympic size swimming pool with the latest purification and cleaning systems.

A Canara Bank Extension Counter across the road makes financial transactions easy for both staff and students. An on-campus Infirmary and a tie up with Saint Francis Hospital for medical needs.

The Administrative Block is fully automated and provides seamless and hassle-free administrative facilities to staff and students

The Examination Cell has a separate block along with a dedicated Sophia ERP portal which helps in maintaining student database for assessment, examination, evaluation and result declaration purposes.

Fire extinguishers are installed on all floors for emergency situations, 124 CCTV camera are positioned at strategic locations to ensure vigilance.

To cope up with the pandemic, the College has set up sanitizer machines at all corners and corridors and adequate arrangements have been made to ensure thermal screening.

The Digital Learning Centre and Media lab facilitates the recording of Video lectures and development of E content as per the IT policy of the College.

The infrastructure maintenance is in accordance to the College Maintenance Policy which is regularly monitored by the planning and monitoring committee of Sophia College and the inputs for the same are also received during Academic Administrative audits regularly.

Student Support and Progression

Sophia Girls' College (Autonomous), Ajmer has always been a student-centric institution since its inception. Students can avail themselves of several support services offered in the field of academics, research, sports, placement, entrepreneurship, etc.

The Academic Calendar, Prospectus and Academic and Student Handbook give information on the academic schedule, curriculum and all other initiatives that the College undertakes. Students make use of both the Central and Departmental Libraries for self-studies, research work and intellectual development.

The College offers coaching for UGC-NET and other Competitive Exams on its campus, allowing students to prepare without having to juggle between college and coaching.

The Placement Cell works tooth and nail to arrange for campus recruitment.

Students in need of counselling and guidance have access to professional counsellors. The Grievance Redressal Policy, Anti-Sexual Harassment Policy and Anti-Ragging Policy helps in mitigating and resolving students' concerns if any. Medical treatment is provided on campus with well-maintained first aid facilities.

Deserving students from weak socio-economic backgrounds are given financial assistance as per the Scholarships and Freeships Policy.

The College recognises meritorious students and acknowledges their success with awards and scholarships on the Annual Day function.

The institution has a registered alumni association under the name 'Alumni Association of Sophia College, Ajmer' (*Reg. No. COOP/2021/AJMER/200361*), which contributes in various ways towards the growth of their alma mater.

The College regularly organises National and International Conferences, Seminars, Webinars and Workshops wherein experts from different fields share their knowledge and acumen with the students and teachers.

NCC, NSS, Games, Clubs, Forums and Student Council give students ample opportunities to learn and train them into proactive and responsible citizens.

As for student progression, many students after their graduation take up post-graduate courses offered by the College while some move to other reputed institutions. Many of our students are pursuing Ph.D's, professional degree courses and few are employed at premier institutions. The graduate attributes also contribute in monitoring the students' progress.

Governance, Leadership and Management

The Management of Sophia Girls' College (Autonomous), Ajmer follows a democratic and decentralized approach in administration, implements quality benchmarks, promotes conducive learning environment and updates the syllabus to facilitate progression, employability, entrepreneurship and research to keep in sync with generation Z. The staff is recruited, in accordance to the government directives and College Service Rule book. Continuous learning for the faculty and scholars takes place through Workshops, Seminars, Webinars, Field Visits and Skill Enhancement Courses.

The IQAC is committed to promoting academic excellence. It supervises the quality of teaching-learning process by providing auxiliary support and guidance in all major operations of the institution. The two major practices institutionalized by the College are Collaboration and Linkages and a robust Sophia ERP system. The College has collaborated with various national and international organizations and at present has 45 functional MOUs. On the recommendation of the previous NAAC Peer Team, the College has developed its own customized Sophia-Moodle and Sophia ERP system. All the admissions, examination, administration, accounts and library procedures take place through the Sophia-ERP and the recorded lectures and e study material is uploaded on the College Moodle as part of the Learning Management System. The Resource Mobilization policy primarily categorizes its resources into three arrangements - Human Resources, Material/ Infrastructural Resources and Fund Resource Mobilization which is supervised and scrutinized by the Principal, Vice Principal and the Office Superintendent.

Being a private institution, the College applies for financial assistance from government and higher education agencies for academic as well as infrastructural facilities. The alumni of the College generously donate as and when the need arises. Every year, the College budget is prepared and funds are dispersed as per the needs of the departments. Transparency is ensured by an internal and external audit. The Institution Service Rule Book lucidly explains the administrative setup, appointment and service rules. The organogram of the College illustrates the decentralized and participatory delegation of duties and responsibilities. The College has adopted a set of 23 well-defined institutional policies pertaining to admission, examination, research, library, IT, maintenance, resource mobilization, etc., and conscientiously strives to imbue the same in its everyday functioning.

Institutional Values and Best Practices

The core institutional values of 62 glorious years of Sophia Girls' College are Faith, Integrity, Accountability and Creativity form the crux of the College's UG and PG programs, Value Added Courses, and Diploma Courses. Gender Equity and Sensitization is an essential part of all curricular and co-curricular activities and the College has a number of associations, forums and cells for its promotion. The College provides Generic Courses on Human Rights and Gender Studies and conducts seminars on Family Life Education for final year students.

There are 124 surveillance cameras that cover all the strategic points in the campus. The security guards monitor the movement of visitors. The Sophia Hostel is a home away from home. The Best practices of the Institution include Multidisciplinary Collaborative Initiatives and a need for Sustainable Environmental Friendly approach. 48 MoUs with National/International reputed institutions, industries and Skills based

organizations, more than 7000 collaborative initiatives with 10,092 students participating in Value added courses, several International and National awards and extraordinary Alumni placements add luster to the Institutional distinctiveness to the Sophian legacy. As per the Policy on Environment and Energy Usage and Waste Disposal, persistent efforts are made to develop a green campus in a desert oasis. Solid waste is collected by the Municipal Corporation. Food and organic waste are composted and recycled. The liquid waste is transported to a sewage system and connected to the Biogas plant. E-waste is minimized by adding memory to computers and judicious purchase of electronic items or sold to Government/ Private e-waste companies. Hazardous chemical waste is carefully disposed. The Green and Energy audit encourages water conservation practices supplemented by a mammoth rain water harvesting system which captures rain water. All the roof top water is directed to the wells and is recharged during the monsoon. The water of the swimming pool is recycled. There are various facilities for differently enabled students as stated in the Policy for the Inclusion of Students with Disabilities. Amidst all this, the multicultural ethos of our country is kept alive by the College by celebrating festivals of national and international importance.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SOPHIA GIRLS' COLLEGE (AUTONOMOUS), AJMER
Address	Mirshali, Jaipur Road
City	Ajmer
State	Rajasthan
Pin	305001
Website	https://sophia.college

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr. Pearl	0145-2632243	8058507771	-	principal@sophiacollegeajmer.in
IQAC / CIQA coordinator	Monika Kannan	0145-2427243	9829506865	-	iqac@sophiacollegeajmer.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority certificate.pdf
If Yes, Specify minority status	
Religious	Christian
Linguistic	NA
Any Other	NA

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-07-1959
Date of grant of 'Autonomy' to the College by UGC	29-04-2015

University to which the college is affiliated		
State	University name	Document
Rajasthan	Maharishi Dayanand Saraswati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	26-11-2009	View Document
12B of UGC	26-11-2009	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	Mirshali, Jaipur Road	Semi-urban	9.9	1205095

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,Arts	36	Class XII	English	240	234
UG	BA,English	36	Class XII	English	40	28
UG	BA,Economics	36	Class XII	English	40	20
UG	BSc,Science Biology	36	Class XII	English	60	60
UG	BSc,Science Mathematics	36	Class XII with Mathematics and Physics	English	60	54
UG	BCom,Commerce	36	Class XII	English	40	24
UG	BCom,Commerce	36	Class XII	English	120	52
UG	BBA,Management	36	Class XII	English	60	50
UG	BCA,Computer	36	Class XII	English	60	33

	ter Science					
UG	BLibISc, Library And Information Science	12	Graduation	English	20	8
PG	MA,Arts	24	Graduation	English	20	4
PG	MA,Arts	24	Graduation	English	20	14
PG	MA,Arts	24	Graduation	English	20	13
PG	MA,Arts	24	Graduation	English	20	17
PG	MA,Arts	24	Graduation	English	20	20
PG	MCom, Commerce	24	Graduation with ABST as a Subject	English	20	12
PG	MSc, Computer Science	48	Class XII	English	40	8
PG	MSc, Computer Science	24	Graduation	English	20	3
PG	MSc, Science	24	Graduation with Chemistry as a Subject	English	20	20
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	Post Graduation with ABST	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Computer Science	36	Post Graduation with Computer Science	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Geography	36	Post Graduation with Geography	English	8	0
Doctoral (Ph.D)	PhD or DPhil, Chemistry	36	Post Graduation with Chemistry	English	6	0

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				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				6				55			
Recruited	1	4	0	5	2	4	0	6	11	44	0	55
Yet to Recruit	0				0				0			

Non-Teaching 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						28
Recruited	19		9		0	28
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				7
Recruited	3	4	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	0	3	0	1	11	0	18
M.Phil.	0	0	0	1	1	0	1	1	0	4
PG	0	0	0	1	0	0	3	13	0	17
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	1	0	0	0	0	2	0	0	3
PG	1	0	0	0	0	0	3	17	0	21
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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		Total
	4	14	0	18	

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	1488	60	3	0	1551
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	216	4	0	0	220
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	47	1	0	0	48
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	1399	44	0	0	1443
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	31	27	39	30
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	12	2	4	6
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	130	104	122	103
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	419	394	450	406
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	82	78	32	57
	Others	0	0	0	0
Total		674	605	647	602

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Arts	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Geography	View Document
Library And Information Science	View Document
Management	View Document
Science	View Document
Science Biology	View Document
Science Mathematics	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Sophia Girls' College follows an interdisciplinary and multidisciplinary approach in both its functioning as well as implementation. The College has framed a well- structured curriculum design which offers courses of varied domain. To cater to the innate talents and creativity of students, the institution offers Generic Electives, Skill Enhancement Courses, Ability Enhancement Courses, Life Skill Courses, Diploma Programs, Certificate Courses with both horizontal as well as vertical flexibility. The curriculum has been formulated to develop global competencies and holistic development of every student through a kaleidoscope of activities related to Research, Institutional Social Responsibility, Curricular/Co-curricular and Extra-curricular aspects.
2. Academic bank of credits (ABC):	Academic Bank of Credits is the backbone of academic functioning, where the students' academic data are held and academic awards are stored (i.e., storehouse of academic awards). Sophia Girls' College (Autonomous), Ajmer enables students to earn credits for every Curricular/Co-curricular and Extra-curricular activity performed during their

	<p>academic duration in the Institution. Choice Based Credit System is applicable for both UG and PG Programs along with Diploma programs. The final outcomes of credit redemption and issuance of certificates, as well as the compilation of credit records are well maintained by the Examination Department of the Institution. The institution is also in the process of commencing credit transfer with mutually collaborative institutions.</p>
<p>3. Skill development:</p>	<p>The foundation of an effective, efficient and sustainable skill developing academic ecosystem has been laid essentially to build rational and skill-equipped individuals in higher educational institutions. Sophia Girls' College (Autonomous), Ajmer provides a plethora of avenues for Skill Enhancement Courses intrinsic in its curriculum design to shorten the distance between a probable and possible future. The national as well as international learning environment with comprehensive online training and an innovative pedagogical framework catapults development and accelerates efficiencies in the learning process. The Skill Development Course modules are carefully designed with components of both practical as well as theoretical features. The following Courses offered by the Institution which cater to Skill Development are:-</p> <p>DIPLOMA COURSES OFFERED</p> <ol style="list-style-type: none"> 1 French Language - Elementary Level (A-1) 2 French Language - Intermediate Level (A-2) 3 French Language - Advanced Level (B-1) 4 Journalism 5 Geographical Information System (GIS) 6 Basics of Yoga 7 Dyeing and Printing 8 Basics of Interior Designing 9 Sustainable Development 10 Basics of Graphic Designing <p>VALUE ADDED CERTIFICATE COURSES:</p> <p>Life Skill Certificate Courses (First Years)</p> <ol style="list-style-type: none"> 1. Basic Yoga 2. Basic Swimming Techniques 3. Aerobics 4. Fitness Workout Techniques 5. Self Defence <p>Skill Enhancement Certificate Courses (Second Years)</p> <ol style="list-style-type: none"> 1. Basic SPSS 2. Personality Development 3. Basic Dyeing & Printing 4. Photography 5. Soft Skills 6. Alternative Medicines & Home Remedies 7. Basics of Tally <p>Vocational Certificate Courses (Third Years)</p> <ol style="list-style-type: none"> 1. Communicative English 2. Functional Hindi 3. Management of Domestic Gadgets and Appliances 4. Quantitative Aptitude and Reasoning 5. Animation Designing 6. Business Communication Skills 7. Baking and

	<p>Confectionery VALUE ADDED INTERNATIONAL CERTIFICATE COURSES offered in Collaboration with International organizations. 1. ACCA (Association of Chartered Certified Accountants, London) 2. CMA (Institute of Management Accountants, US) 3. Business Analytics (Institute of Analytics, UK) 4. Data Analytics (Institute of Analytics, UK) 5. Digital Marketing (Digital Marketing Institute, Ireland) 6. DELF or Diploma in French Studies) International Centre for French Studies (Centre international d'études pédagogiques) 7. Cambridge Assessment English (Cambridge)</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>“Knowledge of India” caters to the legacy of Indian tradition and culture right from the Gurukul era of Vedic India to the Digital age of present-day India. Sophia Girls’ College (Autonomous), Ajmer offers a variety of programs catering to Indian society, culture and folklore delivered to the students in Indian languages. These courses provide a clear sense of India’s inheritance as well as future aspirations with regard to education, health, environment, economy etc. Hindi and English Language are integrated as compulsory papers in the curriculum offered across different semesters. Language is inextricably linked to art and culture. In particular, languages influence the way people of a given culture speak with others, i.e., family members, authority figures, peers, and strangers, and sets the tone as well as comprehension level of the conversation. Courses and dedicated sections on Indian culture, tradition, language, tribes, etc., highlighting the indigenous uniqueness of Indian heritage are offered by several departments such as Sociology, History, Geography, English Literature, Hindi Literature, Political Science, etc. Elements of Vedic culture, yoga, Indian writings, philosophy, mythology, etc., offered by various departments develop a lucid understanding of the hues and nuances of the cultural uniqueness of our nation and regional festivals. Certificate and Diploma Courses are offered in Basics of Yoga. The different clubs and forums of the Institution through their various extra-curricular and co-curricular activities showcase the art of Indian literature, drama, music, films, etc., in local language and dialects. Such efforts profoundly contribute towards the promotion and preservation of Indian culture and languages.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education (OBE) is also called</p>

	<p>performance-based education. It comprises of clearly articulated statements of what students are expected to know and be able to achieve, that is, what skills and knowledge they need to have, when they graduate or post graduate from an Institution. It is an attempt to measure educational effectiveness based on outcomes/results rather than on mere inputs. The student learning outcomes constitute the criteria by which the curriculum is developed and designed, instructional materials are selected, teaching methods are adopted, and evaluation is conducted. The College has designed its curriculum for every program stating its POs, PSOs, COs and has documented the process to measure the attainment of the above. The Examination pattern is based on Bloom's Taxonomy of cognitive processes which facilitates the framing of questions so that the assessment can be made using the following tools -</p> <ul style="list-style-type: none"> • Internal and End-Semester Examinations. • Non-CGPA credit courses – Outreach Programs, Research and Exchange Activities, Entrepreneur Programs, Internships. • Certified courses of MOOCs/Swayam/NPTEL, etc. • Class Performance • Projects, Viva-Voce, Assignments and Class Tests • Participation in Seminars/Conferences/Workshops • Stakeholders' feedback <p>OBE process envisages that every question should be mapped to a CO and every CO should be mapped to a PO/PSO. Similarly, the final results and conclusions are used to ascertain the students' attainment of the COs & POs/PSOs on the basis of various descriptors such as High, Medium and Low order questions.</p>
6. Distance education/online education:	<p>Online education is not transient, it is here to stay and will play a vital role in molding the future of the education system. Sophia Girls' College (Autonomous), Ajmer has developed a Digital Learning Centre (DLC) having a Media Lab for the creation, development and delivery of E-content. E-Learning is practiced in the institution through the Learning Management System (LMS) integrated with Moodle wherein the process of sharing knowledge is followed in accordance with the four-quadrant model of UGC. E-Learning education has made the delivery of knowledge simpler, prolific, and productive.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	16	15	13
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 21

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1777	1738	1789	1760	1819
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
637	573	610	561	606
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1691	1717	1756	1753	1802
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
72	138	317	370	230

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
704	657	558	517	449
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
64	64	62	55	56
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
64	64	62	55	56
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1122	854	877	862	995
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
296	287	286	293	303
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 48****4.4****Total number of computers in the campus for academic purpose****Response: 246**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
263.92	708.66	181.28	131.05	126.87

NAAC

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Sophia Girls' College, Ajmer is an autonomous institution which designs its own curriculum in accordance to the broad guidelines offered by Maharshi Dayanand Saraswati University, Ajmer as well as UGC. Committed to its mission and vision of women empowerment in the field of higher education, the College undertakes numerous academic programs and diploma courses. The design of the College's Curriculum focuses on Outcome based learning that consciously coincides with the development goals-regional, national and global. Every syllabus specifically caters to achieving these outcomes most conscientiously. Progression to higher studies, Employability, Research, Entrepreneurship and contribution to Society and Community concerns are the central themes of these outcomes. This enables the institution to frame and regularly update the Curriculum structure in accordance to both local and global needs.

The process of course outcome assessment is based on-

- Continuous Internal Assessment,
- Semester End Examination,
- Assignment, Project work and Class room performance.

Each question is tagged to the corresponding Course Outcome (CO) and the overall attainment of that CO is based on the average mark set as target for final attainment.

Adaptive learning methods such as group discussions, case studies, classes beyond classroom, peer learning, brainstorming, presentations, quiz, and role playing are used to stimulate critical thinking and curiosity among the students, equipping them with competence for research, innovation, creativity, and experiential learning.

These methods, approaches, and objectives of the College are reflected in the Program Outcomes (PO), Program Specific Outcomes (PSO) and Course Outcomes (CO). Definitive outline of course outcomes and corresponding evaluation criteria is a key component of each course. Corresponding to the Program Outcomes, the Course Outcomes provide quantitative measurement of how well the Program Outcomes are achieved. The PSOs are framed in keeping with the various levels prescribed in the Bloom's Taxonomy.

In order to promote inter-disciplinary learning, the College offers Generic and Skill Based Courses, as well as Diploma Programs with horizontal flexibility. It also offers Honours' students with an option of subsidiary paper to inculcate students with knowledge outside their discipline. Academic programs of Humanities and Social Sciences focus on understanding of human networks and interaction; public policy and governance; environment and sustainability; citizenship; human past; and identities. Besides these, the College Curriculum permits students of all disciplines to choose and study Computer Science.

Additional courses such as GIS, French, Yoga, Advanced Communicational Skills, Basic SPSS, and Personality Development are offered by the College, which enhance the overall growth of students. Through the courses on Journalism and Human rights, the College subscribes to the idea of classes beyond the classroom wherein the students are exposed to critical social realities.

Theoretical learning is facilitated by various labs that allow students to gain not only theoretical but experiential learning. Many departments offer professional programs based on the contemporary pragmatic requirements of economy and society. The departments also offer courses customized to cater to the employability and entrepreneurship quotient of the regional and national development. The College has courses on Programming, Data Communication and Networking that serve the purpose of imparting advanced as well as additional technical knowledge to the students and prepare them to contribute to the present age of globalization.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 60.87

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 23

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 14

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 60.6

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
487	432	329	312	219

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 48.72**1.2.1.1 How many new courses are introduced within the last five years****Response:** 343**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.****Response:** 704

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**Response:** 100**1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.****Response:** 21

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Sophia Girls' College (Autonomous), Ajmer strongly believes in an all-round growth of students which is not only confined to academics but also comprises of human values. The inculcation of the idea of Gender Equality, Environmental Conservation, Sustainable Development and Professional Ethics are fundamental to the institution's curriculum and teaching. Courses offered in the College attempt to spread awareness, both theoretically and pragmatically, amongst the students regarding these issues

Being a Girls' College, issues related to women have been the core of College's ethics and convictions. Therefore, through various College programs and activities, the institution attempts to popularize these ideas. Complimenting the beliefs of the College, the curriculum has been designed in a manner that extends several outreach programs for the social welfare that generates human values among the students.

The Geography Department offers a course on Sustainable Development to inform and educate students about the concept of ecosystem, biodiversity, problems and control of pollution, nuclear hazard and solid waste management. Environmental issues constitute a core part of some of the courses offered by the department.

The Department of Economics offers a course on Environmental Economics. The concept of Eco-feminism in the readings and courses offered by the Department of English directly deals with Gender and Environment Sustainability. Gender Equality and Women Empowerment are core components of several courses offered by the Department of Political Science and Psychology. The Department of Sociology and History offer courses on Social Movements and Feminist Movements respectively which sensitize students towards issues like sex and gender discrimination, concept of masculinity and role of gender in

socialization. The History Department also has a course on Environment Studies to deepen the students understanding of the historical background as well as current scenario of the subject.

Besides offering professional courses, the Department of Computer Science regularly organizes workshops and talks on cyber-crime and cyber ethics. Similarly, the Management Department teaches students about professionalism, business ethics and the right behavior in work atmosphere to prepare them for the realities of the world. The Department of Commerce has a course based on Auditing that promotes the values of accountability and transparency during financial transactions. Zoology labs promote virtual dissection to save the fauna from further harm. The Research and Development Cell follows a very strict plagiarism policy with regard to projects and paper publications. The College has a well formulated Code of Conduct to be imbibed and practiced by the students, faculty and the maintenance staff.

Besides the curricula, the College aspires to imbue students with feelings of empathy towards various issues of gender discrimination, human values, and environment sustainability through its Environmental and Energy Committee, Planning and Monitoring Cell, UGC Monitoring Cell, Anti-Sexual Harassment Cell, Cell for Social and Environmental Concern, Gender Sensitization Cell, Equal Opportunities Cell, Environmental, NSS, and NCC.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 87

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
16	24	18	15	14

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 83.27

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1305	1533	1486	1498	1574

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 50.7

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 901

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 70.97

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
674	605	647	602	681

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
962	948	888	888	848

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 59

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

2020-21	2019-20	2018-19	2017-18	2016-17
217	181	166	139	161

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

- In order to bridge the gap between the different levels of learning amongst the students, the advanced learners and slow learners are identified through their performances in examinations and interaction in classrooms and laboratories.
- Such methods assist in gaining insights on their grasping ability, fundamental knowledge, understanding and comprehension and know their articulation abilities, etc.
- Teachers assess the students' learning levels by conducting weekly group-discussions, brainstorming sessions, quizzes, internal tests, and observing their participation in class activities, etc.
- To increase the learning level of slow learners,
 1. Remedial classes are conducted using all necessary resources such as models, pictures, animated videos, etc so as to give them a lucid picture of the same.
 2. They are even provided with simplified learning material.
 3. Problem solving sessions are also scheduled during which teachers work towards improving their basic concepts.
 4. After a series of interactions, necessary suggestions and instructions are recommended to help increase the students' abilities to become better learners of both theoretical as well as practical fields of learning.
 5. Attendance records are maintained, and students are encouraged to pursue project works in order to avoid any pauses in the learning process.
 6. Regular Parent Teacher Meetings are conducted so as to discuss the progress of the ward.
- In order to maintain the pace of learning for the Advanced learners,
 1. They are encouraged to pursue internships and certificate courses of Government organized programmes and of courses of International repute.
 2. The staff members also make sure that the students regularly solve previous year question papers and conduct regular counselling sessions to guide them in their learning process.
 3. In every semester, teachers assign certain topics to students related to the syllabus and they are expected to research, prepare and present their understanding of the subject.
 4. The advanced learners are encouraged to read and write research papers and present the same at

International, National and State level seminars, conferences and workshops so as to hone their writing and presentations skills that would provide them with the required exposure and add on to their confidence.

5. NET and Civil Services Coaching are also provided for the students who wish to appear for the aforementioned examinations.
6. Mock interview sessions and group discussions are conducted by the Placement Cell to prepare the students for campus placements.
7. Students are provided a platform to engage in academic deliberations with invited experts and dignitaries.
8. The Institution runs a few certificate courses to develop skills in various capacities so as to have an edge in the competitive world.

Under the CBCS scheme, two internal assessment tests, one in each semester are conducted before the completion of the sixteenth week of the semester. Such activities not only work towards enhancing their presentation skills but also help to boost their confidence. Teachers also motivate the students to set higher goals by conducting regular career counselling seminars

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 27.77

File Description	Document
Any additional information	View Document
Link for Additional Information	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 experiences

Response:

The institution aims at creating an environment that nurtures and enhances various skills of students including their critical thinking and analytical abilities and hone their problem solving and reflective thinking. With the purpose of enhancing the learning experience in all its dimensional aspects, following student centric methods are adopted both at departmental and institutional level:

- Educational Tours, Industrial Visits, Field Trips, Surveys, Internships, etc., are conducted regularly that provide first-hand experience and greater level of understanding of the subject to the students.

Moreover it also bridges the gap between industry and academia.

- Group Discussions, student presentations, peer group teaching, seminar competitions and debates add an extra dimension to learning. It inculcates team spirit and leadership qualities among them. Such learning methods ensure active contribution of participants to teaching-learning rather than passively receiving the information.
- A large number of Conferences, Workshops, Seminars and invited lectures are organised every year to increase students' knowledge. These events keep them updated about the recent advancements taking place globally.
- Use of Charts, 3D models, Hands-on training and other audio-visual aids make the classes more interactive and easier to understand.
- The UG/PG and research labs are continuously upgraded to provide students with a better and latest experimental arrangement for hands-on learning that brushes up their experimental skills.
- The PG students of various departments undertake Dissertation writing in the fourth semester as part of the curriculum wherein the students execute their projects and present their research findings in thesis. The exercise helps them in their doctoral research in future.
- Numerous certificate courses such as Self-defense, Personality Development, Photography, Dramatics, Sketching, Painting, etc., are being offered by the institution for the holistic development of the students.
- Extracurricular activities like role plays, dancing, painting, singing competitions, etc., promote learning outside the periphery of the subject area. Students are made to write short poems, stories, slogans that enhance their writing skills and induce creative thinking.
- Students are encouraged and motivated to pursue internship programs and different courses offered by SWAYAM, MOOCs and NPTEL which are immensely beneficial to gain comprehensive and exhaustive knowledge.
- College strives at its best to improve the problem-solving skills of the students. The students are encouraged to come up with innovative ideas and solutions after apt analysis of the problem and evaluation of scope and significance of all possibilities, considering political, social, economical and cultural factors. Question-answer sessions are regularly conducted to help them in developing problem solving strategies.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The College works towards keeping itself apprised with the latest technologies.

The College provides a gateway to access the course materials and videos by NPTEL to enhance the students' understanding capabilities. Course teachers help the students to improve their skills through participative learning exercises such as **Collaborative Learning Groups, Group Discussions, Case**

Studies, Google quiz, MOOCS, e-learning technology, etc. Faculties motivate students to present technical seminars on certain topics using PowerPoint presentations.

- Every classroom is equipped with LCD projectors, and there are 7 smart classrooms equipped with a smart interactive board. The College uses Overhead Projectors to directly display documents and other materials on the screen.

- The ICT Tools used by the College are computers and laptops, projectors, digital cameras, printers, photocopiers, pen drives, scanners, microphones, interactive white board, etc. Every department has been provided with a desktop computer.

- College Moodle is used for enrolling multiple students accounts where faculties can check the individual student's performance and monitor their individual tasks and assignments (hand-written / hand-drawn) given during the lecture. <http://moodle.sophia.college:8080/>

- Faculty members teach their concepts through presentations, animations, and video lectures using the smart board and NPTEL videos. Teachers also interact with students on Google classroom to provide learning materials, conduct quizzes, and evaluate their assignments and submissions.

- To teach in the online mode, teachers use various online tools like- Graphic Tablet, Jamboard in Google meet, etc.

- In order to use ICT to enhance the teaching-learning methodology, the College uses Sophia ERP software Sophia Moodle.

- The College is connected through high-speed internet with a bandwidth of 400 MBPS. The College campus, office, and hostel are fully computerized with wireless connectivity with 24x7 internet facility. The College periodically conducts workshops for the staff to acquaint themselves with the ERP and Moodle Software of the College.

- The library also offers a wide range of e-resources through the library website and is also connected with the Sophia ERP system. The students use the Open Access resources. OPAC access is provided to both staff and students through which they can view, download and print online material resources. Lakhs of E-books, E-journals and digital databases are available on the library website for students.

- The Digital Learning Centre of the College helps teachers create e-content and upload them on the appropriate platforms for students to use as extra learning resources.

- As a policy to encourage the use of information technology in the teaching learning process the institution decided to set up a Media Lab to engage in the production of high-quality electronic media for academic use and be a resource centre for making videos lectures. The Media Lab has a sound-proof studio room for recording and an adjacent room for post-production with desktop computers with i5 and i7 processors, and a HI-Definition professional video camera with stand, for recording lectures. The studio has a Projector Screen 6x8 and an Interactive New line 185 Panel with BOYA Wireless Mic.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 27.77

2.3.3.1 Number of mentors ?????????????????? ????????

Response: 64

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

In order to achieve academic targets in a stipulated time period, Sophia College prepares an academic calendar and teaching plan.

- The Institution has a prospectus that provides institutional information, academic calendar, courses offered and eligibility criteria for every programme for the perusal of stakeholders. The Academic Calendar of the Institution is strictly adhered and followed.
- The academic calendar is designed at the beginning of the academic year and the teaching plans are framed by the faculty members before the commencement of semesters.
- The institution has a well-planned and structured schedule formulated by the consent of the Principal and the HODs. The Controller of Examinations supervises the overall implementation of the examination procedures and plans.
- The academic calendar is presented before the Academic Council for approval and necessary

amendments are implemented to make it effective. A keen observation and assessment ensure sufficient time for covering the syllabus of each course.

- The students are apprised of the Academic Calendar and the same is uploaded on College Website and displayed on notice boards and at strategic locations.
- Only the head of the institution can incorporate minor changes in the academic calendar which may deem fit considering any unforeseen circumstances.
- The Academic Calendar follows UGC Regulations and includes the number of working days in each semester, numbers of Indian festival holidays, preparation leaves for the exam, the dates of commencement of CIA, tentative date of End Semester Examination, major events like conferences seminars workshop, webinars, training programmes, and dates of orientation programmes for students and new staff member.
- The teaching plan is submitted to the head of the department at the beginning of the semester for seal and signature. In the lesson plan, staff members also mention the teaching pedagogy or teaching aid used to deliver lectures to the students.
- Slow learners are offered remedial classes. Remedial classes or special classes are adopted to overcome students' weaknesses under the guidance of the faculty. The Head of the Departments ensure the faculty members adhere to the schedules as per the calendar, diary and teaching plans.
- In addition to this, each department has a departmental activity calendar that mentions the scheduled departmental events like guest lectures, conferences, visits, on/off campus activities, etc., that are planned and recorded in the same.
- By the end of the academic year, each department presents their annual academic report before the Academic Audit committee to evaluate the outcomes of their academic activities.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 27.07

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	19	15	13	14

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 7.41

2.4.3.1 Total experience of full-time teachers

Response: 474.4

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	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 declaration of results year-wise during the last five years

Response: 33.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
29.58	27.73	27.19	39.66	44.25

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 12.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
72	138	317	370	230

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Link for Additional Information	View Document

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

Response:

- As the College became Autonomous in 2015, a separate Examination Department was established and a manual was framed considering the guidelines of the parent University. Few amendments were brought for a better assessment and evaluation of the students.
- The Examination Department publishes an Academic Calendar at the commencement of every academic year which includes the tentative dates of the CIAs and End Semester Examinations. As suggested by the Academic Council, 5 years model question papers are uploaded on the website.
- Examination Department is facilitated with IT tools necessary for evaluation purposes. Examination procedure has been completely automated using in-house IT software. To achieve paperless communication between Examination and other departments, this software is used. ERP software generates various reports like generating Hall-Ticket, results, mark sheets, uploading time tables, etc. All the students are informed about the due papers through ERP.
- The forms for the examinations are filled online and the details need to be submitted in both hard and soft copy. Marks submission of internal assessment and class performance are done through the online portal of Sophia College. Along with the Digital watermarking in the mark sheets, the College has also adopted a 3-D Hologram that offers security, authentication and protection against counterfeit.
- For the purpose of the Continuous Internal Assessment, the faculty members prepare and submit two sets of question papers to the Examination Department. The Controller of Examination decides which set is to be given for the exam. The question papers for the End Semester Exams are set by external experts appointed by the Controller of Examination from the panel prepared by the Board of Studies.
- The **Choice Based Credit System (CBCS)** method of examination was introduced in 2018 for PG Students. The CBCS provides a convenient and effective teaching-learning platform wherein the student has an opportunity to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses are evaluated following the grading system, which is considered to be better than the conventional marks system. This benefits the students when they move across institutions within India and across countries. The uniform grading system is also beneficial to potential employers in assessing the performance of the candidates.

- **Advantages of the choice based credit system:**

1. Shift in focus from the teacher-centric to student-centric education.
2. Student may undertake as many credits as they can cope with.
3. CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and gives more flexibility for students.
4. CBCS makes education broad-based and at par with global standards.

- All the information related with the exams is displayed on the college website (Sophia.college)
- Provision has been made to conduct Mercy examination after every semester. The College adopted semester pattern of examination with continuous evaluation system for all the departments. Internal

assessment is done by conducting a CIA in each semester. In between, seminars, group discussions, quizzes, etc., are also conducted. The CIA marks of the students are uploaded in database with the ERP software.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

- With the introduction of outcome-based education, student centred learning has become the focal point of higher education. As an institution, Sophia Girls' College (Autonomous) has always ensured that there is no disparity between its mission and its method of implementation of the same, and to ensure this we have introduced certain pointers in our curriculum where we chart out the necessary outcomes that our college wants to achieve through the programmes and courses it offers.
- Various FDPs are organised by the College to make the faculty members aware of the basics of OBE, the preparation of Program Outcomes, Program Specific Outcomes and Course Outcomes. Regular meetings of Departmental Committees, Staff Council and Academic Council are conducted to draft the outlines for the same and ensure its parity with the vision and mission of the college.
- Programme outcomes help to understand the relevance of the programme offered. The course outcomes ensure a smooth dissemination of knowledge resulting in the wholesome development of the student.
- The programmes offered by the College cater to multiple interests of the student community and also build the human capital needed by the society and nation at large. The programme outcomes and course outcomes primarily aim at imparting knowledge and skills which is crucial for building the students' competence and personality. There is also an emphasis on holistic development of the students as the learning outcomes focus on imparting values and ethics, and enhancing their interpersonal and communication skills.
- The **Program Outcomes** of the college consist of the following attributes that help in moulding the students:
 1. A broad and lucid comprehension of their discipline
 2. Ability to apply the pragmatic aspect of this knowledge in various professional and life entailing situations.
 3. Generate original ideas, concepts, solutions, arguments, proposals and new kinds of value
 4. Knack for comprehending problems, identifying key issues, assessing the strengths and weaknesses of alternative options
 5. Scope for acquiring inter-disciplinary knowledge, skill enhancement, and placement
 6. Understanding diversity, regional, national and global perspectives

- The course outcomes are specifically designed to make students:

1. Intellectually Competent

2. Morally Upright

3. Socially Committed

4. Spiritually Inspired

5. Civically Responsible

- Our **Program Specific Outcomes** are evidences for the above attributes in our graduates in the form of following skills

1. Knowledge Acquisition Skills

2. Communication Skills

All these outcomes have been prepared very meticulously by discussing with all stakeholders and displayed on the college website and necessary places so that they are easily accessible to students and teachers. The course outcomes also outline the possible employment opportunities after successful completion of the course. At the institutional level, various FDPs are conducted for the staff to acquaint them to frame the outcomes and the means to attain it. The staff shares the outcomes with the students during orientation programmes, classroom discussion, expert lectures and practical sessions.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

- The Course and Program Specific Outcomes outline the ways of mapping the effectiveness of the curriculum which are periodically assessed and necessary changes are incorporated as per the need and suggestions.
- The COs clearly spell out the objectives, vision and mission of the program and also tell us how the particular paper can lead to employability, skill development and entrepreneurship. The objective of our curriculum is to provide holistic development of the students and therefore we take into cognizance not just the academic achievements of the students but also highlight their extracurricular, co-curricular and interpersonal skills.
- In order to achieve this, the Institution has developed certain value added, skill enhancement and

interdisciplinary courses for the students and making the curriculum research oriented which provides hands-on experience to the students through various projects, assignments, field work, dissertation, etc.

- We facilitate interactive learning between students and teachers through regular mentor mentee sessions which goes beyond the norms of traditional academics to instil moral values, develop life skills and boost the students' personality.
- The institution strives to make the students responsible citizens and valuable assets to the society and nation. The students are encouraged to participate in internship programs, workshops, symposiums, NSS and NCC campaigns both within and outside the institution.
- We are committed to prepare students for different competitive exams by training them by subject experts for different competitive exams like NET and Civil Services.
- We have made provisions to enhance the digital literacy of the students by creating IT enhanced learning in our institution. We make liberal use of IT tools to keep the students and the faculty up to date with the requirements of the academics.

- We undertake continuous assessments and examinations in the institution which are in consonance with the standards set by UGC. The institution uses the following procedures to evaluate the program outcomes:-

1. **Result:** Examination results are maintained to display all information pertaining to academic performance of the students. The departments also maintain an updated alumnae data-base to track program outcomes.

2. **Continuous assessment:** Assignments, quizzes, tests, projects, etc., are periodically given to the students that provide feedback on the efficacy of the teaching-learning process and learning outcomes of each course.

3. **Internships and Social activities:** Summer-internships in organizations involved in development related activities like social services, schools, industries and hospitals, provide the required exposure and practical experience.

4. **Dissertation and Projects:** Evaluation of completed projects and dissertations by subject experts that highlight the research design and field work done by the students.

5. **Paper Presentations:** Research papers feature the comprehension of the subject and ability to put it into practical application.

6. **Employability and Placements:** Record of placements and entrepreneurial achievements of the students frame the major idea of measuring the level of attainment of outcomes.

7. **Feedback from students and alumni** are considered while bringing changes in syllabus so that outcomes can cater to the needs of changing requirements of industries.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 99.69

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 637

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 639

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.7

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document
Link for any additional information	View Document

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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Sophia Girls' College (Autonomous), Ajmer considers research to be the foundation and backbone of knowledge that ushers in new energy, builds a state-of-the-art infrastructure, promotes intellectual output, develops collaborations and contributes in enhancing an innovative investigative culture. The **Institutional Research Policy** is formulated in consonance with the Vision and Mission statements of the Research and Development Cell (R & D Cell) that aims to build and maintain a dynamic research ethos in the Institution. The objective is to nurture an unerring and accurate kind of research culture along with the requisite research infrastructure. The R & D Cell aims to nurture research culture in the College by promoting-research in newly emerging and challenging areas in Humanities, Social Sciences, Technology, Science, Commerce and Management. To strengthen the institutional capacity for social, technical and operational research activities, the Institution has a well-established **Research Laboratory** to carry out both basic and applied research. The **Digital Learning Centre** provides an interdisciplinary, project-based learning environment which embodies a plethora of research avenues for the 21st Century 'New Normal' Learning Aids. The Institution is bestowed with an enriched **Research Section in the Central Library**. The Learning and Resource Centre, accessible to both staff and students, contains more than 39774 books; 8,00000 plus e-books; 65 journals and more than 6000 e-journals. To motivate and promote faculty members to undertake **Institutional Research Projects**, the Institution grants **Seed Money** every year to support the advancement of research and experimentation.

In academia, an academician is bound by three pillars of scholarship: Teaching, Research and Service. The Institution provides '**Research Incentives**' to faculty members for promoting original research contributions and enhance their professional competency by participating in Conferences/Seminars/Workshops and presenting or publishing research papers/books.

To promote interdisciplinary research, consultancy services and collaborative activities, Sophia College has signed **48 MoUs** with institutions of national as well as international repute. To foster an innovative research culture and skill amongst staff and students, College has organized thirty National and International Conferences/Workshops/Seminar/Webinars and **32 Faculty Development Programs for Teaching Staff; and 11 Staff Development Programs for the Non-Teaching Staff and 16 for the Maintenance Staff**.

The **Institution Innovation Cell recognized by MHRD**, New Delhi, strives hard to promote budding entrepreneurs to launch their start-ups, seek, develop, and validate scalable business models; undertake internships and establish their business ventures. A seed money grant for the same is provided to the interested entrepreneurs for the same.

To augment the Institution-Industry interface, the College has developed many linkages with stake holders for carrying out extension and outreach activities as part of the curricula. Promotion of both applied and experimental research work has been undertaken through **three Minor and one Major Projects** funded by UGC and ICSSR, New Delhi. The Institutional Research Centre in collaboration with MDSU, Ajmer

conducts **Ph.D. programs** in four departments wherein Ph.D. scholars, JRF and SRF are enrolled. The **Intellectual Property Rights Cell** in accordance with the **Institutional Code of Ethics policy** looks into the ethical aspect of the research work on the campus.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.77

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
1.8	1.02	1.04	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies /

research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document

3.2 Resource Mobilization for Research**3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 15.65**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	09	0	6.65

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years**Response:** 1.33**3.2.2.1 Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	3

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 6.25

3.2.3.1 Number of teachers recognized as research guides

Response: 4

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 4.11

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	3

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	21	20	19

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The true sign of intelligence is not just knowledge but active imagination and zeal to create. Sophia College encourages its' students to explore new avenues of work while pursuing their degrees.

The Innovation Cell of the institution, later recognized as the Institution Innovation Cell (IIC) by MHRD, motivates the students to be stalwarts in the field of innovation and entrepreneurship. The Cell is supportive of its students, who are young budding entrepreneurs, aspiring to establish themselves in the global market. To create an ecosystem for innovations, creation and transfer of knowledge, the College provides systematic entrepreneurship training, comprising of both active and passive learning activities, on entrepreneurial alertness and efficacy among the adolescent youth. These young talented students are provided with a cohesive environment and training to sell their products during different departmental fests as well as the college fest. The Institution not only monitors and provides financial support, as seed money grant, to the promising young entrepreneurs but also encourages them to take up internship programs related to their area of interest that instill a sense of confidence in them. These inexperienced talents are recognized and certified with due appreciation. Many students have created a niche for themselves in the society and are earning while learning on the campus.

The Cell strives hard to keep pace with the changing times and guides students to become job givers instead of job seekers. It helps students from all socio-economic backgrounds to think out of the box and nurture unconventional talents and hone their entrepreneurial skills by promoting entrepreneurship training among adolescents that includes both passive learning (e.g., classroom lessons, assembly talks, visits to firms, etc.) as well as experiential learning (e.g., attachments and internships, product/prototype creation, learning from a mentor, etc.).

The Research and Development Cell of the College along with the Intellectual Property Rights Cell, works towards providing a suitable environment for the students to create logos and usage of different nomenclatures to develop their upcoming business ventures and protection of their intellectual property. The students are apprised about the nuances of filing patents, copyright and trademarks, which enables them to earn recognition and financial benefits from what they invent or create. By striking the right

balance between the interests of our budding entrepreneurs and the wider social interest, the institution aims to foster an environment in which creativity and innovation can flourish.

The clubs and forums of the College provide community exposure and societal orientation through a plethora of field surveys, extension activities and programs. The NSS, NCC and Women Development Cell organize workshops and talks to orient students on social issues plaguing the society and help them become self-reliant by developing abilities to deal with these subjects in an optimistic way.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 17

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
04	05	04	02	02

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any 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 through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 1.75

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 7

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 4

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.64

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	14	40	22	03

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.7**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	04	12	4	10

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response: 1.14**

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response: 1**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response: 0.5**

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0.50000	00	00	00	00

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response:** 48.55**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
38.34298	2.18	3.70000	3.49800	0.83266

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

Extension activities are the exemplary tools of real-life-learning through a flipped classroom technique. Field visits, educational trips and surveys help in teaching not just the theoretical concepts and values but also serve as explicit examples of life skills. Sophia Girls' College is a premier institution in Rajasthan which envisions to implant eternal values to enable students to become beacons of light and ambassadors of humanity. Our extension activities as a part of the curricula, connect meaningful community service with academia wherein the participants develop leadership and teamwork skills and become more attuned to working amongst populations of varying ethnicity and socioeconomic status. Learning through Service blends community service goals and formal-informal (academic and experiential) educational goals in a manner that benefits both participants and recipients.

The College regularly organizes the following extension activities-

- **Community Visits:** To Central jail, Ajmer, Minu Manovikas Inclusive School, Chachiyavas, Hearing Impaired School, Bhilwara, nearby villages, orphanages, old age homes, slum areas and local industrial units.
- **Workshops:** On Women Empowerment, Mental and Physical Health Awareness, Sanitation and Hygiene Awareness, Entrepreneurship Awareness and Spiritual Development
- **Camps:** Blood Donation and Tree Plantation Drives
- **Donation:** During natural calamities and pandemics

The College has an active NSS Unit wherein every evening the volunteers tutor students of nearby villages. The NSS volunteers regularly put up Nukkad Nataks and rallies on various social issues (girl education, female foeticide, AIDS awareness programs, etc., to name a few).

Students of various departments like Geography, Psychology, Economics, Home Science, Physics, etc., perform field surveys to collect and analyze community data helpful in adding to the existing body of research. These activities sensitize the students to myriad issues that their immediate community deals with. Educational tours to different parts of the country help to sensitize students with the cultural diversity of the nation and exposes them to the rich heritage of the country. In times of need, the staff and students of the College extend their services to the community both in cash and kind.

Impact-

- Extension activities help the students to develop skills like listening, empathy, problem-solving, gratitude, self-expression and communication.
- Visits to the underprivileged homes make them socially consciousness and instills values of compassion and care among them. It also cultivates the habit of sharing with ones who need their help.
- Students are exposed to the grassroot problems which often inspire them to take up careers in administration, social work, armed forces, education, etc.

- Community engagement initiatives contribute in increasing awareness about the vulnerable/disadvantaged sections of the society.
- Such programs lead to character formation and inculcate patience, selfless dedication, community services, empathy, compassion and humanism among the students.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 35

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	06	05	02

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 166

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	50	43	31	22

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 57.02

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
256	1463	1251	1116	967

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 343

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
452	554	400	120	189

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 18

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
02	10	03	02	01

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

College makes systematic plans to assure availability of infrastructural teaching-learning facilities to ensure full academic growth of the students. This makes us a leading institution in Girl education in the State of Rajasthan.

Class Rooms and Computers – Well ventilated, spacious classrooms equipped with projectors and other support material where students augment their efficiency in learning.

2016-17- 35 classrooms with desktop and Wi-Fi facility, out of which 23 classrooms had LCDs with 211 computers.

2017-18- 24 classrooms had LCDs and 215 computers. 2 new Xerox machines were purchased.

2018-19- 40 class rooms with desktop and Wi-Fi out of which 34 class rooms had LCD and 7 smart classes with 215 computers.

2019-20- 43 classrooms with computers, Wi-Fi, out of which 40 had LCD, 7 had smart boards and a total of 235 computers.

2020-2021 - College has 43 ICT enabled classrooms with 7 smart boards classrooms and 246 computers.

Library

The Central Library became automated in 2011. This knowledge repository is continually updated and stocked through a comprehensive collection of books and journals.

2016-17

Reading has always been an intrinsic part of Sophian ethos. During the academic year the library stock was upgraded to 33,622 text books, 4469 reference books, 31,35,000 e books, 24 journals, and 6000+ e journals accessed with an ERP version of 1.0.

2017-18

For the online access of library books OPAC was introduced and the library website was created. 2017-18 had an up gradation of 33,742 text books and 4486 reference books, besides 31,35,000 e books, 24 journals and 6000+ e-journals

2018-19

Library was made fully automated. The Text books were increased to 34,168, reference books to 4500, with 31,35,000+ e books and 31 print journals

2019-20

The library stock included 34,881 Text books, 4512 reference books, 7,60,800+ e books and 43 print journals. The ERP was upgraded to 2.0 version

2020-21

By 20-21 the number was increased to 35,249 Text books, 4525 reference books and 59 print journals.

Labs

The College has well equipped laboratories, a Zoology-museum and a botanical garden, maintained by the departments of Zoology and Botany respectively.

Year	No of Laboratories
2016-17	16
2017-18	16+1 (E- Resource)
2018-19	17+1 (GIS Lab)
2019-20	18+1 (Chemistry Research)
2020-21	19+1 (Media Lab)

Although a formal **Counselling Centre** was established in 2019-20 to offer individual and group counselling although the faculty at the College have been informally offering these services to their students since 2016-17.

In 2020-21 a **Media Centre** started functioning which facilitated the faculty members to develop and share e-content with the students.

The College has **Seminar Halls** for organizing conferences, FDPs, workshops, etc., to enhance the learning of both faculty and students.

S.n.	Seminar /Auditorium/ Conference	2016-17	2017-18	2018-19	2019-20	2020-21	
		LCDMonitor/Projector Facilities	Wi-fi/Laptops/Desktop	LCDMonitor/Projector Facilities	Wi-fi/Laptops/Desktop	LCDMonitor/Projector Facilities	Wi-fi/Laptops/Desktop
1	Auditorium	01	01	01	01	01	
2	Seminar	01	01	01	01	01	
3	Board Room I	01	01	01	01	01	
4	Board Room II					01	

5	Fortunatus								01	01	01	
Total		3	3	3	3	3		3	4	4	05	

In 2020-21, Sophia **Staff Quarters** were set up for non-local teachers. The year also witnessed the inaugural of a **Crèche** for staff children.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

Cultural Activities

The College under the guidance of the Dean of Cultural Affairs organizes various cultural activities for the overall growth and development of the students. The following additions were made in the infrastructure of the institution to facilitate the conduction of such activities.

2016-17

- 1.1 spacious auditorium with a capacity of approximately 600 +
- 2.1 open stage with 80 * 30 ft. pandal.
- 3.18 back stage curtains
- 4.Sound mixer (16 channels in auditorium and 8 channels in seminar room)
- 5.Mikes and Speakers
- 6.Musical instruments
- 7.4 sofa sets
- 8.1 Video recording point and shoot camera/ digital camcorder

2017-18

There was an addition of some chairs that brought the tally to 1200

2018-19

- 1.1 DSLR photography camera

2019-20

1. Fortunatus Indoor Stadium
2. Existing auditorium was renovated and was made soundproof with LCD facility
3. Speakers
4. More Mikes
5. Sound Mixer (32 channels – Fortunatus)
6. New Sound System for Fortunatus Stadium
7. 1450 Chairs
8. High Luminous Projector along with the screen
9. Sound Proof Panels

2020-21

1. Euro light
2. LEDs
3. Light Mixers
4. 6 sofa sets

Sports Facilities

Sports are essential for both physical and mental development of the students. We have always supported sports and sporting talents. The College offers wide opportunities to the students for regular workout and life style management. Since 2011-2012 we have a SAI day boarding centre which has been upgraded to a Khelo India Centre now. It organizes various Extra-Mural and Intra- Mural activities on the campus.

2016-17

1) The College has a lush green field with an area of 143x115mts where different games can be played. This year saw the coming up of half Olympic-size Swimming Pool (25x13 mts.) along with basketball (2 outdoor courts-28x15 mts.), volleyball (18x9 mts.), handball (40x20 mts.), kabaddi (11x8 mts.), kho-kho (27x16 mts.), hockey (100x60 mts.), cricket (average 130 mts.), table tennis (2 tables) and badminton (1 indoor court- 44x20 feet) courts in addition to a 200 mts. track for sprinting events like long jump, high jump, triple jump, shot-put, javelin, discus, hammer throw, etc.

2) Expert coaches were employed to train the girls.

2017-18

A new table tennis board was brought.

2018-19

1. Well-equipped gymnasium with facilities like- twister dumbbells, leg raise 15 set machine, leg press, pulley, shoulder stretch, treadmill, cycle, etc.
2. A proper yoga space for students to strengthen and relax their body and mind.

2019-20

1. Facilities were provided for playing Chess (5 boards) and practicing taekwondo (10x10 mts arena).
2. With the building of Fortunatus (55x30 mts), one more indoor badminton court came up.

2020-21

1. A new game – Softball (43 feet pitch) was introduced.
2. Basketball indoor poles were purchased to provide more practice space to students.
3. Due to the pandemic lockdown online yoga sessions were organized for the mental wellbeing of the students.
4. Sports kit, skipping rope, saucer cone, step hurdle, etc., were purchased

The well-administered indoor and outdoor stadiums are used to organize cultural activities, sports, yoga, exhibitions and competitions.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 48

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during

the last five years (INR in Lakhs)**Response:** 27.26**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
72.66	528.15	19.84	9.31	20.55

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Name of the ILMS software :Sophia Library Management Software (Sophia ERP)

Nature of automation (fully or partially) : Fully

Version : 2.0

Year of automation : 2018

Description

- Sophia College has a well-equipped automated library enriched with print and online resources as well as value added services to facilitate quality education for our students and academic staff. It also has its own Library webpage from where users get all the information about its functioning and services.
- Library automation is extremely important in this age of technology. Sophia College took the initiative to move its library towards paperless functioning through the use of EBLIS library management software from the year 2006 itself and had partially automated its functioning with this software.
- From the year 2011 to 2016 the library functioned on an automated mode through a module of ERP

(Enterprise Resource Planning) software named Academic Hub.

- From the year 2018 the library became fully automated with a module of Sophia ERP which is an integrated system and has automated all college work. Presently ERP software and library module has their 2.0 version. In the central library module, the following sub modules are used:

1. **Acquisition Sub Module:** This sub module manages all work related to the purchase of books.
2. **Circulation Sub Module:** This sub module caters to the Issue – Return of library books of students, faculty and other members. The Barcode technology is used for circulation of books.
3. **Cataloguing Sub Module:** This sub module handles all databases of the library books.
4. **Serial Control Sub Module:** This sub module is used for all databases related to the Journals, Magazines, News Papers subscribed by the central library.
5. **OPAC:** The Online Public Access Catalogue is the unique feature of the entire library automation. It is available on the web for college students and faculty to access all the library books using accession number, author, title, etc.
6. **Maintenance Sub Module:** This module manages all the works related to stock/ Books verification.
7. **Reports:** This sub module generates all the reports related to library members, books, periodicals, circulation of books, etc.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 2.23

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals

year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.93	3.62	2.211	.709	1.68

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 14.45**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 266

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities****Response:**

Internet, is the most useful technology in the present times, it plays a vital role in the education sector as it helps the faculties to grow in their professional life. The students can also enhance their learning skills through projects and assignments completed with the information accessed on the internet. Hence, the internet facility is becoming an integral part of the higher education system. To ensure secured access of internet, all the educational institutions are forming their own IT policies to upgrade the technological environment on the campus.

The important feature of any wireless service is that it can reach any location within the signal coverage. Our institution also has an IT policy that offers high-speed Wi-Fi throughout the campus and LAN

connection in most of the classrooms installed with computers and projectors.

With more and more departments opening Post-Graduation in the College, Hi-speed internet access is being provided to all students and staff along with individual ID and password to access INFLIBNET and SHODHGANGA for pursuing research in the institution.

The institution has provided Wi-Fi internet access to faculties and students to avail internet connection at any place within the College and student hostel. The connectivity gives facilities for e-mail, net surfing, uploading and downloading of web-based applications, besides helping them in preparing projects & seminars.

The institution also provides the facility of printing, scanning and photo copy to all the students and faculties. The library of the institution is also well equipped and has a Wi-Fi and internet facility. To enhance the level of e-learning the institution has various advanced IT Labs. For the purchasing of computers and other IT tools, a standard budget is set by the management of the College. Every year at the end of the session, a proper audit is done to ensure the proper expenditure of budget on IT facilities. To maintain the system of IT security, the institution has its own cyber security with an anti-virus, end point and hot spot security. It also has an e-resource centre along with computers for the internet access of staff and students. Individual login ID is provided to every student to access e-library, e-books, e-journals through N-list. To maintain the IT infrastructure and facilities, the institution has a Broadband (Fibre Optical Connection) of 400 MBPS, which is upgraded every year with the commencement of the session.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 7.22

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: C. 2 of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

Response: 45.6

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
107.97	99.07	110.76	87.76	57.15

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

Preamble

The Institution believes in the ideal utilization of resources and facilities so time and again proper maintenance of infrastructure is done and all efforts are put in to attain the same.

Scope

The College has a framed policy for maintaining and updating of physical, academic and support facilities. The policy is pertinent to all the members of the College.

The College has always believed in working through a system of policies evolved through intense planning and deliberation and the regular academic and administrative audits done on the campus are part of the same ideology.

The Principal and Vice-Principal manage the overall functioning of the College.

The IQAC coordinator strives to promote quality in every aspect of the campus.

The Deans of Academic Affairs, Research, and Cultural Affairs, ensure that the curricula of all programs are made in accordance with the vision and mission of the College.

After the recommendations of NAAC, IQAC, Planning and Monitoring Cell and various other committees, the College frames the policies for the upkeep and augmentation of the infrastructure as well as other resources of the College.

The objective is to give a positive feel to the staff and students which helps in developing a congenial work environment and a fruitful academic culture. The Managing Board, Planning Committee, Finance Committee, IQAC and the College Council operate in unison, ensuring the optimal utilization of accessible assets.

Role and Responsibilities of Infrastructure and Maintenance Committee-

In order to offer a wholesome and inclusive development it is important to provide adequate, comfortable and accessible physical infrastructure to the students. The committee bears the responsibility to establish, enhance and maintain the infrastructure of the Institution by following ways:

1. The committee shall create a plan for the upgradation and extension of the infrastructure.
2. The committee shall assess the infrastructure needs of the Institution by keeping abreast of industry trends and society needs.
3. The committee shall lay down the guidelines and monitor the maintenance of the infrastructure.
4. The committee shall augment library and support services.
5. The committee shall enhance IT infrastructure for the efficient integration of ICT in the academic process.
6. Laboratories shall be upgraded to meet the requirements of research and industry.
7. The committee shall strictly follow national standards of environmental protection and safety.

Laboratory Maintenance

1. The College has 20 laboratories and every year a budget is allocated.
2. Each Laboratory maintains an order book, stock up-gradation and stock maintenance register.
3. Before the commencement of the new session the departments write their requirements in the order book and requisition form which it is forwarded to the Committee.
4. At the beginning of a new session a certified technician comes to repair the non-working equipment.
5. At the end of the academic year an external lab audit is done by faculty members of other departments.

Library

1. The College has one Central Library along with 21 Departmental Libraries.
2. Before the end of the session a library audit takes place.
3. The Central library also has its own webpage for displaying all the library materials and services.
4. The Librarian sends out requisition forms to the HODs of different departments for the procurement of new books. The requisition lists are submitted to the Librarian
5. The Library Committee meets to scrutinize and finalize the purchase order.

Sports

1. A special fund is given to the Sports Department for the procurement of sports materials and equipment.
2. Before the commencement of the new session the Sports Department writes its requirements in the order book and requisition form which is forwarded to the Purchase Committee
3. Before the end of the session a sports audit takes place.

Lecture Rooms

1. The College has 43 spacious and well-ventilated classrooms with sufficient lighting, Wi-Fi and LCD projectors. Out of these 7 classrooms are installed with smartboards.

Campus Security

1. The College and Hostel has security guards 24 x 7 round the clock.
2. CCTV cameras are installed at strategic locations in the College and Hostel for safety and security.
3. The College has a surveillance room where the recording of all the CCTVs can be seen that ensures better security on the campus.
4. Fire extinguishers are installed in every corridor and are regularly inspected for leakage or clogging.

Others (Support facilities)

1. Day to day maintenance is carried out by the College electricians, plumbers and Computer Technicians.
2. Maintenance is done for computers, LCD projectors, xerox machines, water coolers and purifiers air conditioners, solar panels and lights, plumbing, electrical equipment as and when required or on a yearly basis by qualified technicians.
3. Housekeepers sweep and clean the corridors, classrooms, laboratories and the entire campus.

4. For managing biodegradable waste, the institution has vermicompost pits and a biogas plant.
5. A proper Rain Water Harvesting System with a tank of one lakh cubic liter capacity collects the rain water to serve the campus needs. At other places the rooftop water is directed via large pipes to the wells to raise the ground water level.
6. 344 solar panels generate 100KWH of electricity of which 40KWH is stored in inverter off grid with 9000 ampere capacity battery bank, and 60 KWH is generated on grid, which is regularly cleaned and maintained by a group of efficient technicians. The extra electricity produced is given to Electricity Board.
7. Experienced gardeners maintain the lush green lawns and splendid gardens.
8. An organic vegetable and fruit garden, botanical and medicinal plants garden and cacti garden preserve the biodiversity of the area.
9. An extension of Canara Bank functions across the road for the College staff and students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 1.78

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
36	18	50	20	35

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 4.22

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
79	59	73	87	77

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 50.24

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1375	1250	1446	156	222

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 7.58

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
41	33	56	28	70

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 36.73

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 234

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 84.43

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
59	61	41	20	9

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
73	69	45	25	11

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 93

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
07	22	35	20	09

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

Sophia Girls' College has an organized Student Council body which is democratically selected and includes the Deputy Head Girls, the Sports Captains and the Class Representatives.

The main aim behind the formation of this Association is to maintain discipline, enhance cooperation and team spirit, and promote communication and understanding among the Principal, teachers and the students.

The Students Association encompasses the President, the Vice President, Secretary, Treasurer, Class Representatives and the Representatives of the various Cubs and Forums.

The various duties and responsibilities carried out by this Association are as follows:

MAINTAINING THE NORMS OF THE COLLEGE: The members of the Students Association make sure that the norms of the College are maintained and no discriminatory practice is carried out in the institution like ragging, casteism, bullying, etc.

EXECUTING VARIOUS CURRICULAR AND CO-CURRICULAR ACTIVITIES:

Every year, an academic calendar is prepared which includes the various curricular and co-curricular

activities and events scheduled for the particular session. The Students Association, under the support and guidance of the teachers, carries out various duties and responsibilities necessary for the successful execution of the plans scheduled in this calendar. This in turn helps the students to develop and enhance their organizational and managerial skills.

CONDUCTING ASSEMBLIES: Assemblies hold an inevitable position in the College wherein the Principal invokes God's blessings, and imparts various religious and social values such as love, forgiveness, kindness, generosity, social and political awareness, responsibility, etc. The Deputy Head-Girls and the Class Representatives take up the lead and maintain discipline, coordination and the spirit of participation and encouragement among the students.

ORAGANIZING AND CELEBRATING OCCASIONS OF NATIONAL AND SOCIAL IMPORTANCE: The Deputy Head-Girls, the Sports Captain and the Class Representatives under the continuous support and guidance of the staff advisors also organize and celebrate various occasions of national and social importance such as Independence Day, Republic Day, Management Day, Teachers' Day, Sophians Day, Freshers' Day, Alumni Meets, Farewell, etc.

In addition to this, the Clubs and Forums have their respective representatives to ensure smooth and efficient working. These Clubs and Forums help the students to unleash their potentials by participating in various activities and functions within and outside the college and thereby gain the necessary confidence, competitiveness, skill and knowledge to have an edge over the others in this challenging world.

Since the main purpose behind the establishment of every educational institution is student welfare and development, therefore, the students form an eminent part of all the academic and administrative bodies of the college.

The different committees that have Student Representatives in them include-

- Students' Association
- Anti-Ragging Committee
- IQAC (Internal Quality Assurance Cell)
- Gender Sensitization Committee
- Discipline Committee
- Anti-Sexual Harassment Cell
- Grievance Redressal Cell
- Canteen Committee
- Academic Council
- Board of Studies

Participation in the functioning of these committees inculcates the values of team spirit, cooperation, commitment, discipline and loyalty towards the institution.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 23.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
33	27	19	23	16

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

Sophia College treasures its alumni like jewels and values their feedback regarding the various aspects of the institution. The College alumni are the most loyal and sincere supporters and due importance is given to their opinions and suggestions.

The ex-students of Sophia College have brought glory and honor to their alma mater in almost all spheres of life. They have achieved high and respectable positions in society but have not forgotten their humble beginning. They are called time and again to the institution to inspire the students and share their knowledge and experiences through various Seminars, Conferences, Webinars, Guest lectures, etc. They are also invited to conduct career counselling sessions and job orientation programs for the students. The alumni offer scholarships to those students who are talented, brilliant and diligent but lack the necessary

financial resources to achieve something worthwhile in society. They also give suggestions and recommendations regarding the infrastructure, the different facilities, the curriculum framework, the methods of teaching, the marking scheme, etc. Every department in the College has a Board of Studies wherein the alumni representative discusses and contribute towards the introduction of new courses and the framing of syllabi.

ALUMNI ASSOCIATION-Sophia College has a formal and functional alumni association which was established in 1999 as Solumni. The association was registered and renamed as Alumni Association of Sophia College, Ajmer on the 25th of February, 2021 under The Rajasthan Societies Registration Act, 1958 with the aim of scrutinizing the feedback of former students and taking active initiatives to implement the same. The association meets on a regular basis during the academic session. They conduct meetings and stay connected through Facebook, WhatsApp, Instagram, etc. They usually have discussions regarding the various ways in which they can contribute towards the college and the society at large.

Sophia has been established with the mission of uplifting and empowering women through education. It aims at transforming its students into committed, devoted, loyal and empowered citizens who always emphasize on bringing change in society rather than demanding it. It's a very proud privilege to state that Sophia has been able to mold its ex-students into empowered women and continues to inculcate the same values in the present students as well.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The institution has a well-defined vision and mission to ensure the smooth functioning of the College through potent planning and effective implementation which is clearly visible through:

Foundation of the Institution

- The founders of the institution believed that women education is the key to empowerment and to achieve this vision the College focuses on their holistic development through scholastic excellence, instilling moral values, creating responsible citizens and building global competencies so that effective contribution can be made to the community and nation.

Nature of Governance

- The institution follows a democratic and decentralized approach in administration. The **Superior General** of the Congregation of the Mission Sisters of Ajmer is the Chairperson of the Governing Body. She, along with her team, ensures that the vision and mission of the College is at the core of all the decisions made. The Management delegates authority to the Secretary and the Principal. The **Secretary** takes care of the recruitments. The **Principal** directs all academic, research and student-related activities. The Heads of Departments and the Co-ordinators of various committees, clubs and forums along with the student representatives, play a crucial role in framing the institutional policies and executing the same.

Participation of teachers

- Teachers enthusiastically perform the role of a mentor, motivator and guide to kindle social and cultural consciousness among students. Teachers are also the members and coordinators of the various committees, clubs and forums. Teachers, through their skills and expertise contribute significantly in the functioning of the institution. Heads of Departments enjoy considerable administrative and academic autonomy in running their disciplinary units.

Effective leadership Is reflected through the following initiatives taken by the Management-

- Development and implementation of quality benchmarks, promotion of conducive learning environment, promotion of research activities for ensuring quality parameters and best practices for attainment of higher education.
- Long-term and Short-term plans are drawn up by the Management Committee that includes representatives from the faculty and student fraternity. The plans include starting of new programs, expansion of the infrastructure, welfare measures for the staff and financial matters.

- Collaborations and signing of MoUs, orientation of the newly appointed staff, organizing meetings with stakeholders and incorporating their feedback is duly looked after by the Cell. The Grievance Committee addresses the complaints brought before it by ensuring the proper redressal of the issues.

Perspective Plans:

The College continuously strives towards the attainment of excellence in the field of higher education. For this the Institution has well-defined five-year plans that are specifically structured in accordance to the recommendations given by UGC-NAAC. The teaching pedagogy is student-centric and interlaced with the responses submitted in the stakeholders' feedback. The aim is to adapt the curricular, co-curricular and extra-curricular as per the MHRD and UGC Guidelines. The Academic Council of the College decides upon all academic matters concerning curriculum, syllabus, examinations etc. Periodic meetings with the Principal, IQAC are scheduled for academic and administrative matters. The communication network keeps the stakeholders informed and abreast with all the perspective plans and decisions of the institution. The College encourages community service and outreach programs to sensitize students towards nature, society and humanity.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Autonomy brings in greater efficiency and accountability that results in constructive competitiveness, intellectual and creative thinking, effective supervision and improved facilities. This process has two key elements – accountability and autonomy – that play an important role in ensuring good governance in the field of higher education.

Working for Autonomy- Case Study

The idea of autonomy was conceived by the visionaries of the institution in the session 2013.

It was realized that autonomous institutions require a supportive governance structure with well-defined levels of accountability in order to adopt and sustain autonomy. The stakeholders readily extended their consent for the same.

The Management along with the staff, undertook several visits to observe the functioning of various autonomous institutions like SS Jain Subodh PG College, IIS (Deemed to be University) in Jaipur, Lachoo Memorial College, Jodhpur and Kristu Jayanti College, Bengaluru. The institution's objective of becoming an autonomous college was successfully accomplished in the year 2015-16. Since then, with this newly

acquired academic and operative freedom, the College is making consistent efforts to attain higher goals in the field of education and excellence. Board of Management, Examination Cell and Board of Studies for each department were set up for the smooth working of autonomy. Number of Faculty Development Programs and Orientation Programs were organized by the institution for the better understanding of autonomy and its ancillaries. Planned frameworks were made to adopt a transparent and effective examination pattern to evaluate the knowledge, skill and holistic development of the students through Internal and External assessments. The College adopted semester-based examinations and the transition from annual scheme to semester scheme was welcomed zealously by all the stakeholders. The curriculum was designed and updated regularly, keeping in mind the latest developments in the field, that would help students prepare for competitive exams and develop global competencies.

Furthermore, rigorous efforts were made to introduce UGC-Choice-based Credit System (CBCS) on the same strain as other reputed National and International Institutions wherein wide range of choice in courses is made available to the students in form of Core Courses, Ability Enhancement Courses, and Elective Courses (Extra-curricular and Extension Activities, Generic Electives, Discipline Generic Elective). CBCS was adopted in 2018-19 for PG and 2019-20 for UG Students. These additional courses allow the students to acquire skills which add to their professional and personal growth.

The information about the working of the College as an autonomous institution, its aims, objectives, additional courses, semester system and examination pattern, is shared with the parents and students in the first year during the Orientation Program. This interaction allows the students and their wards to acquaint themselves with the autonomous functioning of the College. Thus, autonomy and its operating systems, groomed under the supervision of an effective leadership, clearly reflect the culture of decentralization and participative management in the institution.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Sophia Girls' College (Autonomous), Ajmer seeks to nurture scholastic excellence, moral values, creating responsible behavior and global competencies. Keeping in mind the above mission the institution has clearly articulated and implemented its perspective plan.

The College promotes a culture of participative management by involving staff members in a number of

administrative roles clearly depicted in the institutional Organogram. All college operations are governed and managed by committees constituted for academic and non-academic activities.

Activity – Effective implementation of Examination System under Autonomy

EXAMINATION:

- The Examination Department was formed in 2015 after acquiring autonomous status. The COE heads the Examination Cell and is accountable for the fair conduction of examinations and other related activities.
- The College adopted semester-based examination system and the transition from Annual Scheme to Semester Scheme was welcomed by all the stakeholders.
- The staff members prepare Course Plans before the commencement of every semester. The effective outcome of the teaching plan is assessed by the Academic Audit Committee.
- Choice Based Credit System (CBCS) was adopted in session 2018-2019 for PG programs and 2019-2020 for UG programs. This offered a wide range of choices to the students which helped them to opt papers according to their interest and aptitude. These courses include Life Skill Courses, Skill Enhancement Courses, Generic Courses, Discipline Specific Electives, Extra Curricular Activities, etc.
- Under CBCS, all the PG and UG programs of the College have the provision for mid-semester Continuous Internal Assessment (CIA) and End Semester Examinations (ESE). For CIA the students are assessed on the basis of class participation, regularity, internal assignments, project, field work and tests. To maintain transparency, the students are made to know their performance and progress.
- Continuous Internal Assessment of students are done on the basis of knowledge, understanding and higher order skills, hence the question paper setters are instructed to set the question papers with the same objectives. This helps in evaluating the student's performance and the mapping of the outcomes.
- The above process helps to identify the slow and advance learners. Slow learners are offered remedial or special classes. The advanced learners are provided with additional inputs and motivated to excel in their areas of expertise. They are encouraged to participate in various courses offered at government portals such as Swayam, NPTEL, MOOCS, etc.
- The above system reflects the institution's strategic plan through participative management. System ensures proper planning, framing of strategies and effective implementation.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Sophia College Service Rule Book precisely and unambiguously explains the administrative setup, appointment and service rules. The Management and Staff frame policies which are in tune with the latest developments in higher education as well as the vision and mission of the institution.

The primary institutional entities involved in policy development, operation, and review of academic and administrative procedures in the College are listed below.

ADMINISTRATIVE AND ACADEMIC SETUP

The **Principal** as the Principal Executive and Academic Head of the College is responsible for addressing and resolving all issues concerned with the stakeholders of education. She apprises herself of all the activities of the College through regular scheduled meetings with the Vice Principal, COE, IQAC, Deans, HODs and other stake holders.

The **Vice Principal** acts as a pillar of support to the Principal in the academic and administrative matters entrusted to her by the Principal.

The **COE** heads the examination office and is accountable for the fair conduct of the examinations as per the academic calendar, prepared in consultation with the Principal.

The **IQAC Coordinator's** role is crucial in ensuring the effective functioning and efficient execution of the decisions of IQAC committee.

The **Office Superintendent** is responsible for providing guidance to the college administrative staff on all phases of budget development, preparation, monitoring and management.

There are four **Deans** in the College; Academic Dean, Cultural Dean, Dean of Student Welfare, and Research Dean. They are responsible for academic planning, curriculum, teaching, scholarship and service, professional and regional accreditation, faculty development and evaluation, student recruitment, developing research milieu and allocation of resources.

The prime role of the **Head of Department** is to lead, manage and develop the department academically

and ensure it achieves the highest possible standards of excellence in all its activities, in cooperation with the other staff members in the department.

The **Stakeholders** play an important role in offering support and valuable suggestions for the growth of the institution.

The **Student Representatives** embody the academic aspirations of the student fraternity.

The **Administrative Staff** is responsible for the maintenance and upkeep of the records of student and staff members.

The **Maintenance Staff** is responsible for maintaining the cleanliness of the campus.

APPOINTMENT PROCEDURES

- Teaching Staff is appointed on the recommendation of the selection board consisting of:

i. Principal

ii. Secretary

iii. Management Representative

iv. Subject Expert

- Non-Teaching Staff is appointed on the recommendation of the selection board consisting of:

i. Principal

ii. Vice-Principal

iii. Financial Administrator

- The sanctioned posts are advertised in the newspapers.
- The selection process of the teaching staff includes personal interview and demonstration.
- Academic qualification, a desire to learn, commitment, cooperation, respect for others' cultural heritage, social concern for the less fortunate, and patriotism are some of the prominent factors taken into account while giving appointments.

Appointment procedures are according to the rules and regulations of the institution which are clearly mentioned in the code of ethics and service rules.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

Sophia Girls' College (Autonomous), Ajmer promotes a healthy work ambience and gives a sense of belongingness to all its members. The College has adopted numerous welfare measures for the general benefit and academic growth of its teaching and non-teaching staff.

For Teaching Staff:

- Provision of Research Incentives to Faculty for paper publications, seminars, conferences, workshops, webinars, clearing NET, Ph.D., Research Supervisorship, etc.
- Provision for granting seed money for Institutional Research Projects to enhance research skills
- Sponsoring the Registration Fee for Orientation, Refresher, Faculty Development Programs, etc.
- Permission for higher studies.
- Permission to apply for projects and grants for Seminars and Conferences.
- Faculty are permitted to offer consultancy during college hours.

- Sponsored visits to MoU Institutions for Staff Exchange Programs.
- The College organized and sponsored a Faculty Exchange Program with Kristu Jayanti College, Bengaluru, St. Joseph College, Bengaluru, etc. to explore recent advancements in the arena of academics and update the staff members regarding their roles and responsibilities for effective functioning of the institution.
- Separate staffrooms/ cubicles for each Department.
- Essential academic accessories to each Department like Computers, Printers/Scanners, software, updated laboratory equipment, etc.
- Provision of Privileged Leave/ Casual Leave/Medical Leave/ On Duty Leave/ Maternity and Paternity Leave for all Staff Members.
- Provision for 7-day Academic Leave for Ad hoc teaching staff and 14 days for the Permanent Staff members.
- Provision for Provident Fund and Gratuity.
- Conducting regular free medical check-ups.
- Organizing recreational activities, Teachers Day celebrations, games, meals, presenting gifts, etc.

For Non- Teaching Staff

- Provision of Privileged Leave/Casual Leave/Medical Leave/ On Duty Leave/ Maternity and Paternity Leave for the Staff Members.
- Provision for Provident Fund and Gratuity.
- Conducting regular free medical check-ups.
- Organizing Staff Developmental Programs for the Non-Teaching Staff.

- Organizing Annual Spiritual Orientation Programs, regular prayer and counseling sessions.
- Arranging Personal loans from Bank.

- Provision of ex-gratia payment for fourth grade employees in case of serious illness or death.
- Provision of interest free loans for their children's education and loan facility from a Saving Scheme run by the College.
- Permission for higher studies.
- Organizing recreational activities and Maintenance Day celebrations for fourth grade employees with games, meals and gifts.

- Waving of fee and scholarships for the wards of fourth grade employees.
- Provision for an amount of Rs.7000/-for all fourth-grade employees for their Children's Education,
- Provision of free uniform, woollens, blankets for the fourth-grade employees.
- Insurance Coverage for the fourth-grade employees.
- The Management shows their concern for the Staff by praying for them and visiting them in times of need and sickness.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 58.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	40	52	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 11.8

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	14	13	7

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 22.35

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
39	14	9	4	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Both internal and the external financial audits of the College are conducted on a regular basis to ensure transparency and accountability

Internal Financial Audit

The internal financial audits are conducted by the Internal Audit Committee and the data is collated in preparation for the external audit. Two formal internal reviews per year are part of this process. The Internal Audit Committee examines the revenues generated in terms of fees and other sources as against the expenses incurred and the assets purchased or written off. It also ensures the timely preparation of the budgets for the different units and reviews the variances that have occurred during the time of inspection.

External Financial Audit

The main external financial audit is a statutory requirement which provides:

- assurance that the Institutions' accounts present a true and fair view of its financial management; and
- proof that the money is properly utilised

A Firm of Chartered Accountants, S. Vepari & Company is appointed by the Governing Body to conduct an External Audit held at the end of every Financial Year. Verification of the bank and fee reconciliation statements are made. The Cash book is checked with the help of bank statement and vouchers maintained by the Institution along with physical cash verification. Expenses on infrastructure improvement are verified against quotations invited and resolutions passed. A physical verification of the declared assets is conducted during the audit. An Annual Statutory Report is prepared by the External Auditor and presented to the Management of the College. In this way, the institution fulfils its responsibilities with great honesty and sincerity.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 3.28

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
.295	1.83	.65	0	.5

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Despite being a self-funded institution, best possible efforts are taken by the College to keep the student fee affordable. To ensure that this burden is not passed onto the students, the college persistently looks for opportunities to receive grants and financial assistance from various Government Agencies such as UGC, DST, CSIR and ICSSR and also motivates its faculty to apply for research grants offered by various funding agencies. Funds are also mobilized through various certificate courses such as English Communicative Courses by British Council, Competitive Exams Coaching, DELF French Language Course, Tally Computer course, Instrumental Music, etc. In addition to this the College has also generated funds through various National and International Conferences.

The Institution follows a transparent accounting and audit practice. The optimal utilization of the above-mentioned resources in new developments, improvements and maintenance of college infrastructure is the responsibility of the College administration which prepares five-year strategic plan framework covering logistic, departmental, extra-curricular, developmental activities along with academic activities. The Budget is prepared as per requirements of various departments. The disbursement of funds, as per the needs proposed, are strictly monitored by the Principal of the College. IQAC, Office Superintendent and HODs.

Academic prizes are created by staff, students, alumni and well-wishers. It is a noteworthy and healthy practice of the staff, both serving and retired, to generously contribute to quality sustenance. The College not only mobilizes financial resources for its developmental needs, but also seeks funds to carry out relief work in times of natural calamities. The staff and students contributed generously to offer Rs 2,09,300 as financial support during the Kerala Floods and Rs 1,20,200 to the CM Relief Fund when corona hit the country. Relief work was also carried out by Management, Staff and Students during the pandemic.

Few notable examples of the successful fund mobilization by Sophia Girls' College have primarily been categorized into three arrangements i.e.,

- Human Resource Mobilization

1. Rs. 500,000/- received from WAPCOS Ltd. for an International Conference in 2019- 20.

2. Faculty members are the Resource Persons and Co-ordinators for various additional courses offered by the College such as Skill Enhancement Courses, Life Skill Courses, Generic Courses, RSCIT, EDUSAT, NCC and NSS care takers and officers
3. Faculty members also function as IGNOU Counselors.

- Material or Infrastructural Resources

1. A generous amount received from our illustrious alumni is used for granting scholarships to the deserving and needy students.
2. Installation of Solar Power Plants to increase dependence on renewable energy.
3. Construction of a Multipurpose Indoor Stadium for organizing sports and cultural events.

- Well Established Library

1. More than 50 journals and 100 magazines of National and International repute are maintained in the Central library to ensure academic growth of both students and teachers. A separate section is also available for the students who are preparing for competitive exams.

All resource mobilization policies of the institution are supervised and scrutinized right from the level of the Principal, Deans, Vice Principal, Office Superintendent, to each and every member of the staff. These policies are discussed and evaluated periodically to ensure their systematic and stringent implementation.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 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)

Response:

The IQAC of Sophia Girls' College (Autonomous), Ajmer, is devoted towards developing holistic academic excellence by promoting quality measures. Apart from collecting data for NIRF and AISHE, **the IQAC spearheads various developmental activities** in the College The institution under the initiatives taken by the IQAC, institutionalized the practices recommended by NAAC in 2010 and 2015. The two major practices institutionalized by the College are:

- Collaboration and Linkages
- Robust ERP System (Four Quadrant Model)

- Collaboration and Linkages

Sophia Girls' College believes that collaboration is the art of combining capabilities to create new opportunities for success. The Institution has built in a strong network by collaborating with various national and international organizations of repute. After acquiring Autonomous Status in 2015-16 the institution signed a total of 48 MOUs with various prestigious universities and colleges. Each session has added to the number, giving opportunities for a wider range of activities to be planned and organized for the academic benefit of both staff and students.

The College has always been eagerly active to equip students not only with adequate professional skills but also with enough practical experience to navigate through the competitive and demanding world. With over 46 functional MOUs, the College has created a diverse network for the holistic development of the students.

- Robust ERP System (Four Quadrant Model, UGC)

As per the suggestions and recommendations of NAAC in 2010, the College has developed its own ERP System named SOPHIA-ERP. Various functions are performed using the ERP such as creating paper wise batches, sharing of assignments with students, providing e-contents, uploading monthly attendance, etc. The filling of Examination Forms, Admission Card generation, uploading of the time-table, entering of the CIA and ESE marks, mark sheet preparation, declaration of result, the revaluation process, etc., are made easy and fast through the software. Hence, the ERP forms a highly digital student support system. The ERP software was upgraded in 2017 for better efficiency and flexibility in maintenance of the College data.

The College ERP has a separate Library Module which manages the Cataloguing Process and handles issue-return of books via a bar code scanner. All library book data is recorded in the College ERP.

The College successfully conducted its first Online Examinations in the year 2019 for all the General Papers. Online examination module embedded in the College software allows creating question banks, scheduling of password protected Student Login Module, automatic checking of answer copies and preparation of Google Forms for Online Exams. In 2019-20 the CIAs were also taken online due to Covid-19.

The ERP was further upgraded to Sophia-Moodle Learning Management System (LMS) in 2019 which delivers a powerful set of learner-centric tools to build a dynamic learning environment that empowers teaching and learning and makes education more interesting and innovative.

Post-accreditation Initiatives of the IQAC:

- Networking with institutions and signing MoUs – International and National Colleges, Universities & Corporates
- Organizing International /National Seminar/ Conferences/ Workshops/ Webinars

- Conducting Energy, Environment and Green Audits
- Conducting Academic and Administrative Audit
- Introducing Choice Based Credit System
- Faculty and Staff Development Programmes
- Skill and Vocational Training Programmes for Students
- Starting International Certification Courses

File Description	Document
Any additional information	View Document
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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC continuously reviews and takes various effective steps to impart knowledge and experience-based education to the students. The following are the two main methods practiced in the College for reviewing and implementing the various reforms facilitated by the IQAC:

1. Effective Teaching- Learning through Outcome Based Education:

- The IQAC conducts Internal and External Academic Audit and the recommendations, reforms and modification are taken into consideration.
- Every year the departmental academic calendars are evaluated and updated for more effective and innovative activities with well-defined objectives. The teachers deliver the curriculum in accordance with the course plan
- Regular feedback is taken from the stakeholders through on-line and off-line modes.
- The College has adopted innovative student-centric methods such as flipped classrooms, participative learning, faculty exchange programs, blended learning, e-content, audio-visual tutorials, guest lectures, seminars, case studies, regular assignments, projects, Data-Interpretation and Dissertation.
- Inter-disciplinary and multi-disciplinary activities prepare the students for research and inculcates 'out of the box' thinking.
- Students and teachers are encouraged to take part in various competitions, seminars, webinars, workshops, internships, national and international workshops, projects, international students and staff exchange programs. Besides these, hands-on training sessions and educational trips are organized to enhance the analytical abilities of the students.

MAPPING OF OUTCOMES

The College has a structured curriculum design based on CBCS. Every Syllabi is designed specifically to attain Progression, Employability, Research Orientation, Entrepreneurship and contribution to Society and Community. The learning outcomes are mapped on these criteria to update the curriculum structure of the Institution.

Each course has defined set of Course Outcomes and corresponding evaluation criteria. The course outcome assessment is based on Continuous Internal Assessment, End-Semester Examination, Projects, Assignments, etc. Different levels of questions i.e., Knowledge Based, Understanding Level and Higher Order Thinking Skills are used as per the Blooms Taxonomy. It helps to identify the intellectual level of each student. Student results are audited by Academic Auditing Committee.

2. Emphasizing Learning through exposure and experience

The IQAC encourages learning through exposure and experience. Numerous extension activities, field visits, educational tours and internships are organized by each Department and Forum to promote cross cultural and academic exposure. Eg.,

- The Students of the Department of Computer Science took part in the 50 Day Internship Program by IBirds Software Services Pvt. Ltd., Ajmer.
- Internship Program with Dr. Manisha Gaur, Clinical Psychologist and Counselor, Gaur Mental Health Clinic, Ajmer
- A visit to R.B.I Regional Office, Jaipur to enhance and widen the knowledge of Banking & Management
- An Industrial Visit to R.K Marbles, Kishangarh, to help the learners gain knowledge about the practical aspect and working of an Industry
- A field visit to Nahargarh Biological Park, Jaipur to know more about the local flora and fauna.
- The Placement Cell provides plenty of opportunities for internships and placements for students in companies like TCS, Infosys, ICICI, Concentrix, Capgemini, Byjus, etc.
- Career Counselling Cell at Sophia Girls' College aims at developing entrepreneurial and innovative minds and conducts talks and sessions by prominent speakers in the field.

The IQAC helps the Institution in creating quality benchmarks and maintaining high standards in the teaching –learning process.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender Equity and Sensitization is an essential part of all the aspects of curricular and co-curricular activities for girls at Sophia Girls' College (Autonomous), Ajmer. The College promotes gender equality which it imparts through its various clubs and cells that conduct a variety of programs under the aegis of Associations, Forums, Women Development Cell, Anti-Ragging and Vigilance Cell, Anti- Sexual Harassment Cell, etc.

FACILITIES FOR WOMEN ON THE CAMPUS

1. CURRICULAR

Sophia Girls' College provides Value added Course and Generic Elective Paper in Human Rights for final year students, to make them aware of the concepts of equality and liberty, not only for themselves but the others as well.

2. CO-CURRICULAR

- **Safety and Security**
- **Surveillance Cameras** –The entire campus is under surveillance to ensure the safety of the girls.
- **Proper Guard facilities** – The entrance of the College is guarded 24 hours of the day, keeping in mind the safety of the girl students.
- **Hostel**- The hostel facilities ensures protection and help young women become mature and responsible citizens.

A. Various Cells

- **Women's Development Cell**- It aims at sensitizing young girls on the issues related to women; it empowers them by making them aware of their rights and potentials.
- **Counseling Cell**- Provides personal counseling by a trained counselor.
- **Gender Sensitization Cell**- It aims at sensitizing young girls on issues related to women.
- **Grievance Redressal Cell** - It is a mechanism for redressing the grievances of girl students to ensure gender equity.
- **Anti-Sexual- Harassment Cell** – It strongly supports gender equality and opposes any form of gender discrimination and violence.
- **Anti-Ragging and Vigilance Cell** - The Anti-Ragging and Vigilance Cell ensures that no student should experience the sour taste of ragging and conducts regular counseling sessions for the benefit of the freshers.

- **Equal Opportunity Cell**– This Cell fosters healthy inter-personal relationships between teachers and students and creates equal opportunities for the wholesome development of all female students.
- **NSS** – The NSS activities focus on individual development, social responsibility and promotion of gender equity.
- **NCC**- Through NCC, young girls are motivated to offer their dedicated services to the Nation.

B. Counseling

- **Permanent Expert Counselor**-Regular sessions are conducted by the Expert Counselor to encourage mental and physical well-being of the students of the College.
- **Mentor-Mentee Program/Value Education Classes**- This programme enables the students to imbibe life enriching values for their life.
- **Seminar on Family Life Education**- A two day seminar is conducted annually by the Principal of the College for the girls to guide them in family life values and education.

1. The Common Room

- The College also provides a well-equipped common room for girls to study, relax and discuss any topic of common interest or plan some curricular or co-curricular activity.
- There is a well-equipped separate Infirmary provided to female students to be used when they are sick.

2. Day care center for young children

- The college has a Day Care Center for small children of the employees, where the children of the female Staff members are taken care of.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

At Sophia College we consciously strive hard to reduce wastage of resources so that fewer efforts would be required for the disposal of the waste. The solid waste in the campus is generated from various potential sources, such as Academic Buildings, Hostels, Canteen, Garden, etc. Segregation is the key for making a sustainable waste management system. Hence the waste is segregated from the source itself so that it can be easily handled and disposed. We have adopted the following waste disposal strategies to deal with the waste generated in the College.

SOLID WASTE:

- Garbage is collected by Municipal Corporation, Ajmer.
- Vermicompost for management of organic waste.
- Food waste is used to generate Biogas.
- Appropriately marked dustbins have been placed at distinct locations all around the campus for efficient collection and segregation of wet and dry waste.
- Waste segregation paves the way for other concepts of waste management like composting, recycling and incineration.
- Intensive awareness programs are undertaken, and students are taught the best practices for waste management.
- Different Clubs and Fora of the College organize activities like, Best out of waste competition, Talks by Experts, Exhibitions and Cleanliness drives.

LIQUID WASTE:

- The College liquid waste comprises of sewage, laboratory, hostel and canteen effluents. These are disposed without causing pollution and harm to the environment.
- The liquid waste is transported through a sewerage system having a network of underground pipes called sewers which are connected to the biogas plant where organic waste is decomposed to produce methane gas which is further used as a fuel for cooking purposes in the hostel.

- Awareness programs are organized to generate consciousness on the significance of water resources.
- Waste water collected from AC and RO is used for watering plants.

E-WASTE:

E-waste is collected and sent for further recycling and disposal to local scrap dealers/ recycling centers. To minimize e-waste, the Institution follows certain practices to extend the life span of e-devices like,

- Add memory to computers.
- Monthly defragmentation of hard drives.
- Judicious purchasing of electronic items.
- Regular maintenance and repair of e-devices by our own technical staff.
- Reuse of working components of damaged computers.

HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT:

- No potential hazardous chemical waste is generated in the College Campus.
- Chemical waste from labs is carefully disposed in the sewer system.
- Reuse of acidic solvents by solvent crystallization is done.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	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. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant 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 other diversities (within 500 words).

Response:

- Our Institution visions to achieve “Unity in Diversity” which is the state of working together harmoniously despite having immense diversity. The Institution aims to achieve the inclusive environment by adopting different policies.
- The entire admission process to UG and PG programmes is done through single window system with certain provisions included for differently abled students and socially disadvantaged students. There is also provision of reservation of seats for SC, ST, OBC & students of other underprivileged communities.
- There are numerous clubs and forums that function in our institution in which students participate in great numbers. Few of many activities and celebratory events like Freshers day, Sophians Day, Annual Day, etc, are organised by students in a way that helps them work together in groups which leads them to practice tolerance and accepting one another’s differences, behaviour and beliefs
- “SOPHIESTA”, - the Annual Cultural Fest is organised every year which celebrates our country’s rich diverse culture. Students prepare and perform various ethnic dance forms based on different regional styles, religions and cultures. Students of different cultures and backgrounds come together at SOPHIESTA ultimately promoting the idea of Unity in Diversity.
- The College organizes International Staff and Student Exchange Programme. Such activities enhance global awareness, encourage the development of cross- cultural perspectives, and also encourages the students to collaborate with the students from different cultures and religions. Students not only learn about other cultures but also gain a harmonious perspective towards the same.
- Community events like Management Day, Maintenance Day, Christmas are celebrated to embrace the cultural , communal , linguistic , diversity .
- The NSS Wing of Sophia Girls’ College aims to create awareness among the students about the needs and problems of the community. It also enables the students to acquire leadership qualities

and democratic values that are essential for the selfless service of the society. The volunteers of NSS educate the people of village on social, economic, environmental and health problems, such as dowry system, child marriage, superstition, female feticide, population explosion, terrorism, AIDS, communal violence, environmental pollution and global warming.

- Cultural tolerance, tolerance, peace, human rights, dignity, respect, cooperation, understanding, appreciation and human values are a vital part of our curriculum. Several activities are conducted to create an inclusive work environment and to instill the values of tolerance and harmony amongst students.
- Students of various clubs and forums, sign up for outreach programmes where they indulge in teaching the students of government schools from class I to VII and imparting knowledge regarding the basic social etiquettes, health, hygiene, etc. In order to create a sense of responsibility towards the society and to develop a charitable attitude among students, various departments organize visit for students to orphanage or old age home. By indulging in and organizing such activities, our Institution strives to promote the idea of “Unity in Diversity” so as to nurture socially responsible citizens seeped in the time-honoured values of tolerance and harmony and positively contributing towards making this world a better place for all of us.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

We believe that education is incomplete if it fails to produce proper and responsible citizens. The Vision of Our College, 'Seek Ye Wisdom' is to work for the promotion and empowerment of women in the field of Higher Education by providing ample opportunities for their holistic development so as to enable them to make an effective contribution to the community, society and nation. The Code of Conduct and Ethics Policy clearly depicts the constitutional obligations and rights of its stake holders.

Apart from imparting education, our institution indulges in open conversations with students about the constitutional rights and duties during assemblies and forum activities. On the occasion of National Voters' Day, the whole Sophian Family renews their oath to be law abiding citizens and perform their duties as responsible voters. The Institution celebrates Independence Day and Republic Day with great zeal and enthusiasm, with students and teachers organizing cultural programs and performance to make the day memorable.

Election for the Class Representatives and Deputy Head Girl is also conducted annually. Voting is conducted as per the secret ballot system in a democratic and transparent manner.

The Constitution Day is celebrated annually by recitation of preamble by staff and students and conducting discussions on the ideas of Liberty, Equality and Diversity enshrined in the Constitution. Students are also taken for a visit to the Central Parliament to familiarise them with the legislation process of our Country.

Various academic courses direct the students towards their roles as young citizens. To make sure that our students navigate the world as empowered citizens, a course on Human Rights is conducted by the Department of Political Science for the students in the final year of UG and PG.

The faculty members of the different Departments have been organizing the following activities in order to sensitize students towards the constitutional obligations: values, rights, duties and responsibilities.

- Poster Making, Model making, Chart making, Debate Competition etc.
- Academic programs like National/International Seminar, Conferences, and Expert talks.
- Socially relevant Nukkad Nataks, Rallies and Awareness Campaigns in Bunabhai, Bandiya and Bhopo Ka Bada (adopted villages of the College) by the students
- Educational Trips to various historical places.
- Blood Donation Camps.
- Organization and celebration of National and International Commemorative days and events and Festivals like Gandhi Jayanti, Sadbhawana Diwas, National Integration Day, Human Rights Day, Rakhi, Diwali etc. Women's Day, Youth Day, Girl Child Day, Literacy Day etc.
- Social, Environmental and Health Awareness Programmes on

1. Gender sensitization programmes
2. Literacy campaign
3. Adult literacy
4. Voting awareness campaigns
5. AIDS awareness and partake in Swatchh Bharat Abhyan
6. Nirogi Abhyan, and organising Free Medical camps

- Outreach programmes and charitable activities during natural calamities and disasters like flood, epidemic etc.

Teachers are encouraged to profess a high level of moral professionalism and have a deep obligation to help students learn and behave ethically which supports the students to have a sustained growth in their life. Sophia Girls' College seeks to pursue wisdom by nurturing scholastic excellence, instilling moral values, creating responsible citizens and building global competencies.

File Description	Document
<ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to 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 Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
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
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

India is a culturally rich and vibrant country, where celebrating days of social, economic, commemorative or festive importance is part of our heritage and tradition. Such observances and festivities keep alive the legacy of our glorious past and serve as a source of inspiration for the future generation.

NATIONAL DAYS:

- **INDEPENDENCE DAY (15TH AUGUST)**

Every year with full zeal and patriotism the Independence Day is celebrated by hoisting the Tricolor, followed by speeches, songs and Nukkad Nataks by NSS students.

TEACHERS DAY (5TH SEPTEMBER)

This day the students express their gratitude towards the hardwork and dedication put in by the teachers through dance performances, speeches & songs.

- **GANDHI JAYANTI (2ND OCTOBER)**

Solidarity with the Gandhian principles of Truth, Peace and Communal Harmony is expressed by organizing Rallies, Talks, Essay and Extempore Competitions throughout the week.

- **CONSTITUTION DAY (26TH NOVEMBER)**

To mark this glorious day the Preamble with the Principal in the lead is read in unison in the Assembly, followed by speech and quiz competitions.

- **REPUBLIC DAY (26TH JANUARY)**

Besides the customary Republic Day parade by the two NCC wings, the College assembles together for flag hoisting, patriotic songs, and nukkad nataks, etc.

INTERNATIONAL DAYS:

- **WORLD ENVIRONMENT DAY (5TH JUNE)**

It is zealously celebrated to develop consciousness about the various aspects of our environment and the means to protect it.

- **INTERNATIONAL DAY OF YOGA (21ST JUNE)**

On World Yoga Day various sessions are organised in which staff and students demonstrate various asanas to highlight the health benefits of the practice.

- **INTERNATIONAL LITERACY DAY (8TH SEPTEMBER)**

On this Day, the NSS volunteers teach the three 'R' to the marginalized women and children in the vicinity.

- **INTERNATIONAL DAY FOR THE PRESERVATION OF THE OZONE LAYER (16TH SEPTEMBER)**

The students are made aware of the perils associated with the alarming rise in the carbon footprints and its repercussions on the Ozone layer.

- **WORLD AIDS DAY (1ST DECEMBER)**

World AIDS Day is commemorated with speeches, role plays, rallies, candle light march, etc. to create awareness about AIDS among people.

- **HUMAN RIGHTS DAY (10TH DECEMBER)**

The dignity of human life is emphasized by organizing songs, speeches, Nukkud Nataks, signature campaigns, rallies, candle light march, distribution of food and clothes, etc.

- **INTERNATIONAL WOMEN'S DAY (8TH MARCH)**

The NSS volunteers portray women's contribution to the welfare and development of the society by organizing rallies, shouting slogans, enacting nukkad nataks and visiting the Central Jail to conduct prayer services for them.

FESTIVALS:

India's spectrum of festivals is diverse with each festival having an essence and flavor of its own. The College celebrates Rakhi, Diwali & Christmas with great enthusiasm and delight. Rakhi festivities include tying rakhis to Central jail inmates, to rakhi making competitions. Diwali is marked as a festival of lights; spreading happiness and cheer through numerous art competitions. The message of Christmas – Hope, Joy, Love and Peace begins from Advent Meet to “Joy of Giving” week wherein the true spirit of Christmas is shared among the students, teachers and maintenance staff as well.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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 1: COLLABORATIVE INITIATIVES

OBJECTIVES:

"Alone we can do so little, together we can do so much."

Inspired by these words of Helen Keller, we at Sophia Girls' College (Autonomous), Ajmer strongly believe in working in alliance with institutions of National and International repute and hence **Collaborative Initiatives** is one of our best practices.

Basic objectives of this practice are as follows:

- To create a diverse network of academic and research institutions for the holistic development of our staff and students as well as the academia at large.
- To observe other professional organizations and share as well as incorporate their expertise in the future development of the Institution.
- To enhance participative and experiential learning among the staff and students.

THE CONTEXT:

Sophia College is the legacy of such visionaries who could very well be deemed as pioneers in women education in Rajasthan, therefore it became imperative for the institution to keep up with the latest trends

and techniques in higher education. Being located in the small town of Ajmer, the institution is perpetually in danger of becoming stagnated due to lack of exposure. To avoid this inertia, Sophia has been building a network of MOUs and collaborations with various national and international organizations. There are some prestigious institutions which have inscribed their names in the hallowed shrines of higher education and have lit the lamp to enlighten the path of true knowledge. The College approached such institutions to enrich itself academically both theoretically as well as in terms of physical resources available at the disposal of staff and students. Proximity, common goals and objectives, research labs, library, accessibility of e-resources, academic expertise were some of the criteria that guided the College in transforming this notion into a veritable reality.

THE PRACTICE:

Academic stagnation is the death of a scholar and since the motto of Sophia Girls' College (Autonomous), Ajmer is 'Seek Ye Wisdom' the institution has decided to continue with its continuous quest for knowledge. Like Ulysses, we believe in the dictum "To strive, to seek, to find, and not to yield" and "to follow knowledge like a sinking star, beyond the utmost bound of human thought." In pursuance of this ideal, the College has enhanced its competency as well as the research skills of its faculty and students by inking out collaborations & linkages with renowned institutions.

No man is an island and if we are to be successful and wish to bring about a change in our academic milieu, we need to share our skills and resources, and most importantly appreciate and imbibe the best from those who are better than us. Sophia College is the legacy of such visionaries who could very well be deemed as pioneers in women education in Rajasthan, therefore to continue the same strain, it became imperative for the institution to keep up with the latest trends and techniques in higher education. To keep pace with the explosion of knowledge and technological advancement, and holding true to the maxim that cooperation is the road to progress and success, the College has decided to come together with other esteemed institutions and has put in a lot of effort to create a network of partnerships that aid in the holistic development of its students and augment their competence so that they may chart their course and create a niche for themselves in the job market.

Awards of Grants, Fellowships, Scholarships, Professional Skill Development Courses, Study Camps, Summer Training Programmes, Faculty Development Programmes, Orientation and Refresher Courses, Workshops, Conferences and Webinars organized either in collaboration or individually with MoU institutions have gone a long way in honing the research skills and inculcating an analytic and scientific temper on the College Campus.

As we live in a multi-cultural world, cultural and academic exchanges, debates and dialogues, brain storming and experiential sharing have made the College realise that there is positivity in diversity and fruition in tolerance.

EVIDENCE OF SUCCESS:

The partnerships have resulted in enrichening the academic ambience of the College. The collaborations opened up new vistas for the staff and students across the span of geographical distances and even border limitations. The institution presently holds functional MoUs with more than 32 colleges and universities of repute with which an invigorating exploration of curricular, co-curricular and extra-curricular environment has become a regular practice in the College's academic calendar. Thus, overcoming the various challenges, Sophia has been able to grow and solidify its image as a vanguard of holistic education.

Through various cultural exchanges and academic dialogues with institutions across the country, our staff and students assimilated the spirit of diversity that pervades the modern civilization and promises a better future.

Collaborations and Linkages have helped the students to obtain scholarships, attend study camps, training internships, summer training sessions and certificate courses bereft of any financial burden. It has also enabled the staff to enhance their research quotient by organizing as well as attending conferences, workshops, seminars and webinars and explore the latest and lesser-known facets of their disciplines taking the level of research at another level. Many have even published books and initiated journals either in collaboration or through chapter contribution from the faculty of MoU institutions.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

- Financial constraints faced by the College especially due to its vibrant involvement in various other student and staff centric initiatives aimed at upgrading the quality of overall functioning of the institution.
- Time constraints emerging due to the institution following the semester system interlaced with autonomy that consume much of the working days of the faculty
- Locational disadvantages suffered by the College because of it being situated in a state still gripped in patriarchy and orthodoxy
- Hindrances in getting the institutional goals and objectives with those of MoU Institutions and coordinating the organization of exchange programs
- Lack of a proper Guest House on the College premises or in the vicinity to manage the lodging and boarding of the visiting faculty and students from MoU institutions. Although a comfortable arrangement is made by the College whenever needed yet a place owned and managed on a regular basis is missing.

BEST PRACTICE 2: ENVIRONMENTAL SUSTAINABILITY

OBJECTIVES:

Conservation is not just an ideal we read about; it works

-Roger Tory Peterson

The afore stated lines have become a living-breathing practice at Sophia College imbued with the following objectives:

- To impart knowledge and skills about environment conservation.
- To create awareness amongst stakeholders so that they live in harmony with nature.
- To conserve the biodiversity.
- To overcome the problems due to urbanization and technological advancements.
- To promote the use of renewable sources of energy.
- To indulge students and staff in environment conscience activities.
- To apprise about judicious use of natural resources.
- To encourage the girls to use incinerator for effective solid waste disposal
- To adopt a mechanism for eco-friendly e-waste disposal.

THE CONTEXT:

- As environmental degradation has become a global issue, Sophia Girls' College, Ajmer responsibly contributes to the healing of environment and creating awareness amongst people about harmful effects of pollution.
- Large scale deforestation, technological development, consumerism and modern industrial processes have led to the loss of biodiversity from the patches and pockets of every part of the world including the city of Ajmer once known for its green hills and lakes that served as haven for a variety of species. Such an alarming scenario has compelled the College to take up as its prime duty to recreate and retrieve the environment by organizing by taking the initiative of practicing and promoting an eco-friendly lifestyle.
- Sophia College is quite resilient to deal with environment related issues especially after the COVID -19 pandemic which has made us realize that we need to re-think and plan the future activities in accordance with environment sustainability.

THE PRACTICE:

• Use of Renewable Energy Resources –

"A transition to clean energy is about making an investment in our future." - Gloria Reuben, Environmental Activist

In keeping with this ideal, the College has set up –

- Two roof top solar power plants one was Off-Grid setup in 2015 and the second was On-grid installed in 2016.
- The first solar plant is Off -Grid and it stores DC with the help of a battery bank which consists of 60 batteries. It has 144 panels and each panel generates 280 Watts of electricity. Hence its total power generated is 40KW.
- The second roof top solar plant is On-Grid which directly converts the solar energy. It has 200 panels and each panel generates 330 Watts. Thus the total power generated is 60KW. Therefore in total, the two plants generate 100KW power per hour.
- The College campus is illuminated at night by 16 Solar Street lights.
- A Biogas plant has been installed and it generates approx. 1 KWH power daily.
- Three solar water heaters with a capacity of 4500 litres provide adequate hot water to the inmates of the hostel.

• Rain Water Harvesting –

Rain water harvesting is an investment for the next generation, so we have decided to harvest the rain and reap the gains.

- Sophia Girls' College, (Autonomous) Ajmer has a rain water harvesting system with a mammoth capacity of 1,00,000 cubic litres. The total storage area is 10m*3.60m*2.90m.
- The present system captures rain water from the college terrace through fully structured pipelines and other mechanisms.
- To enhance the efficiency of the system, a 1.5 HP submersible pump and heavy-duty manhole

cover have been setup.

- The water collected from the rain water harvesting system recharges two bore wells which are also situated within the College Campus.
- **Environment and Energy Audit**
- Quality is everyone's responsibility and so an Environment and Energy Audit is an un-equivocal mechanism of the Institutions' accountability.
- Energy Audit- Total power consumed by all electrical appliances was calculated by the energy audit committee.
- Flora and Fauna Audit - The plant diversity (trees, shrubs, and herbs) and animal diversity (insects, birds, reptiles etc.) of the College campus is surveyed annually and its record is maintained.
- Water Audit - Total water consumption in the College was calculated.
- Carbon Footprints- Sources of carbon footprint were determined through a questionnaire filled by all the staff and students.
- **Activities of various Clubs and Fora-**
 - Trips and visits to places of ecological diversity like Hamirgarh, Todgarh, Nahargarh, etc.
 - Eco-week on environmental concerns.
 - Tree plantation drives.
 - Various competitions like quiz, cloth bag making, poster making, etc.
 - Guest Lectures by environmentalists.
 - Nukkad - Natak
 - Swachh Bharat Abhiyan
- **Add-on Courses-**
 - Alternative Medicine and Home Remedies
 - Ornithology
 - Management of Domestic Gadgets and Appliances
 - Environment Sustainability

EVIDENCE OF SUCCESS:

- Our College is a pioneer in installing solar panels in Rajasthan. The two sets of solar panels generate so much electrical power that it not only fulfils our demand of electricity but we also provide surplus energy to the Government Sector. Thus, by using **100%** renewable energy sources inside the campus we are able to achieve a '**Green and Clean**' campus.
- The rain water harvesting system (100000 litres.) within the premises is a milestone which meets all the water requirement of the College throughout the year.
- The College has a rich biodiversity.
- Successful conduction of Environment and Energy Audit implies that the air quality index of the College is much less than the permissible limits.
- Encouragement of sharing or pooling of vehicles for both staff and students.

PROBLEMS ENCOUNTERED:

- Constraint of time and finance
- Traffic pollution due to the location of the College on NH 8, one of the busiest highways of the country

- Technological demand
- Comfortable life style that is averse to any kind of compromise on ease and availability as well as paucity of available alternates
- Climatic conditions of Rajasthan

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

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:

Sophia College has completed more than 62 years and is still standing on the strong pillars of its vision, “to work for the promotion and empowerment of women in the field of Higher Education by providing ample opportunities for their holistic development so as to make an effective contribution to the community, society and nation.” Education and empowerment of young women, is the distinctive and paramount attribute of our College. In the beginning there were only 300 students and only a few courses, but with time there has been an augmentation in the number of students to more than 1700. After Autonomy the College has metamorphosed from an Under Graduate College to a blossoming Post Graduate Institution of Higher Education.

Presently Sophia Girls' College, (Autonomous), Ajmer offers 10 UG, 9 PG and 4 Ph.D programs. Besides these academic courses the College also offers 33 Value Added Courses and 10 Diploma Courses in different streams. Credits are also given to the students who complete other courses from platforms like MOOC, NPTEL, SWAYAM, etc. These courses not only add to the credits in the mark sheets but also help in skill development, employability and entrepreneurship. To keep the students physically fit athletics, sports, swimming, boxing, aerobics, yoga, martial arts have also been introduced. All these facets of the College attract girls not only from the state but also from other parts of the country. Thus, we have a multitude of students of different creeds, castes and communities on the campus.

The award of autonomy opened the magical doorway of boundless growth. Our desire to build an efficient education system of contemporary and global relevance for women could now be envisioned and came to fruition in a number of new academic, co-curricular and extra – curricular ventures introduced in the last 5 years.

The College also expanded the platforms of research and collaborations to expose our students to the professional arena of life. Each and every department has signed MoUs and Linkages with other organizations for sharing scholarship, innovative ideas, best practices, consultancy and expertise. This makes it easy for the girl students to visit institutions far and wide and assimilate the best of their knowledge and resources in a safe and trusted ambience. The Management of the College is extremely supportive in promoting research aptitude among the faculty members as well as students. The majority of the staff members are women who are encouraged to pursue Ph.D. and fulfill their academic aspirations. Being married women with family responsibilities, they are motivated to write standard research papers during college hours and get them published in reputed UGC-CARE, Web of Science and Scopus Indexed Journals. To nurture research and develop a scientific temperament, the College Management has decided to grant Seed Money for Institutional Research Projects as well as incentives, along with the provision of 15-day Academic Leave. Special Staff development sessions on tailoring, computer operations, communicative English and two-wheeler driving are organized for the female maintenance staff to make them self-reliant.

The Sophia Student Association is the cornerstone that embeds the values of integrity, creativity and accountability among the students. For inculcation of moral values, the College conducts a Daily Prayer Assembly, Family-Life Education Classes, Outreach Programs sensitizing them to the needs of the underprivileged, destitute, aged, children with special needs and AIDS Patients. NSS and NCC contribute towards nation-building and inculcate the qualities of discipline and patriotism among the young girls. Every year some of our NCC & NSS students are selected to participate in the Republic Day Parade. Such accolades bear testimony to our sincerity and dedication towards these values. Self-defence classes are compulsory for the first-year students and legal awareness sessions are conducted on women's rights. The Women Development Cell and Personality Development Cell organize talks and grooming sessions to enhance the social and emotional quotient of the girls. The Speakers Forum provides the platform to vent out their views on current issues. The Career Guidance and Placement Cell expose them to the requisites of the job market. The MHRD recognized Institutional Innovation Cell sponsors the entrepreneurship ventures of the students by providing them with seed money for start-ups.

Games and sports are not only a means of physical fitness but also provide employability. The College provides opportunities to students to shine in various in-doors and out-door games. Sports develop confidence, experience, leadership skills and personality of these budding sportswomen. Our list of alumni includes recipients of Arjun Awards, and some leading sports team international champions.

The unprecedented outbreak of COVID- 19 created worldwide chaos and uncertainty. The commitment of the staff and administration towards the welfare of our girl students helped us to successfully complete the Academic year 2019-20 through Online Teaching, as the following words of our Founder echoed in our ears, "There is a perception of obstacles which stops and paralyses, but there is also beyond the sense of difficulties a superior insight of things which doesn't lead any room for pessimism and always ends successfully." In-House Counselors continued to meet the students through online mode as well as telephonically to help them cope up with the situation especially when the physical and verbal abuse against women, trapped inside the four walls of their households, had made them the most vulnerable section of the society. We can proudly claim that neither the pandemic nor connectivity issues have hindered us from pursuing our Vision and Mission of women empowerment and upholding our motto – "Seek Ye Wisdom".

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

As per the recommendations of the NAAC Peer Team in 2010, the regularly revised and updated NAAC Guidelines and the NEP 2020, the following measures were adopted to ensure the quality standards of the College in the last five years.

- 264 research papers, chapters and books have been published
- 10 faculty have been awarded Ph.D.
- 3 faculty recognized as become research guides
- Introduced 2 new Under Graduate Programs-B.Lib.ISc. and B.Com Honours
- Introduced 5 new Post Graduate Programs – M.A. History, M.A. Sociology, M.A. Political Science, M.Sc. Chemistry, M.Sc. Computer Science(Integrated)
- Introduced 5 International Programs – Association of Chartered Certified Accountants (ACCA), Digital Marketing, Data Analytics, Business Analytics, Certified Management Accountant (CMA)
- Introduced 10 Diploma Courses- * French Language - Elementary Level (A-1), French Language - Intermediate Level (A-2), French Language - Advanced Level (B-1), Journalism, Geographical Information System (GIS), Basics of Yoga, Dyeing and printing, Interior Designing, Sustainable Development, Basics of Graphic Designing
- Introduced CBCS for Under Graduate Programs, Post Graduate Programs and Diploma Courses.
- 4 research projects undertaken
- 87 seminars, conferences, workshops and webinars organized
- 59 Faculty Development Programs
- 10092 students undertook Value added courses
- 36 students cleared UGC-NET
- 47 MoUs signed (2016-21)
- Generic Electives, Ability Enhancement, Life Skill Education and Skill Enhancement Certificate Courses started
- The Sophian Alumni Association became a registered body in Reg. No. COOP/2021/AJMER/200361 .
- Campus is Wi-Fi enabled- 400 mbps
- Fully automated Central library.
- The Sophia ERP and Sophia Moodle were integrated in the LMS of the institution to serve both academic and administrative purposes.

Concluding Remarks :

As per the NEP 2020, Sophia Girls' College follows an interdisciplinary approach in both its functioning as well as implementation. The College offers a well-designed curriculum in accordance to the CBCS that puts forth a continuum of courses from diverse fields.

The institution offers Generic Electives, Skill Enhancement Courses, Ability Enhancement Courses, Life Skill Courses, Diploma Programs, Certificate Courses with both horizontal as well as vertical flexibility. Curricular/Co-curricular and Extra-curricular activities related to Research and Institutional Social Responsibility breed global competencies and holistic growth. Local as well as global learning ambience with a comprehensive and an innovative pedagogical framework delivered in blended mode results in exceptional

learning attainments. The ability and skill development course modules are inclusive of both practical as well as theoretical features. These courses provide a clear sense of India's inheritance as well as future aspirations with regard to education, health, environment, economy, etc. The POs, PSOs and COs lucidly outline the expected outcomes that are mapped through a multi-phased learner-centric evaluation process. Sharing of responsibilities and timely incorporation of stakeholder's feedback has made Sophia College a learner centric educational institution with profound academic standards.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 23 Answer after DVV Verification: 23</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 14 Answer after DVV Verification: 14</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>487</td> <td>432</td> <td>329</td> <td>312</td> <td>219</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>487</td> <td>432</td> <td>329</td> <td>312</td> <td>219</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	487	432	329	312	219	2020-21	2019-20	2018-19	2017-18	2016-17	487	432	329	312	219
2020-21	2019-20	2018-19	2017-18	2016-17																	
487	432	329	312	219																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
487	432	329	312	219																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 328 Answer after DVV Verification: 343</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 704 Answer after DVV Verification: 704</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 19 Answer after DVV Verification: 21</p>																				

Remark : As per supporting documents.

1.3.2 **Number of value-added courses for imparting transferable and life skills offered during last five years.**

1.3.2.1. **How many new value-added courses are added within the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	24	19	15	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	24	18	15	14

1.3.3 **Average Percentage of students enrolled in the courses under 1.3.2 above.**

1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1443	1939	2092	1903	2392

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1305	1533	1486	1498	1574

1.3.4 **Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**

1.3.4.1. **Number of students undertaking field projects / internships / student projects**

Answer before DVV Verification : 901

Answer after DVV Verification: 901

1.4.1 **Structured feedback for design and review of syllabus – semester-wise / year-wise is received from**

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Answer before DVV Verification : A. All 4 of the above

Answer After DVV Verification: A. All 4 of the above

1.4.2 **The feedback system of the Institution comprises of the following :**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and report made available on website

2.1.1 Average Enrolment percentage (Average of last five years)

2.1.1.1. Number of students admitted year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
674	605	647	602	681

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
674	605	647	602	681

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
962	948	888	888	848

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
962	948	888	888	848

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
217	181	166	139	161

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
217	181	166	139	161

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

2.3.3.1. Number of mentors ?????????????? ???????

Answer before DVV Verification : 66

Answer after DVV Verification: 64

Remark : As per supporting documents.

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	19	15	13	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
21	19	15	13	14

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 493.7

Answer after DVV Verification: 474.4

Remark : As per supporting documents.

2.5.1 Average 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**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29.58	27.73	27.19	39.66	44.25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
29.58	27.73	27.19	39.66	44.25

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
164	138	312	369	273

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
72	138	317	370	230

2.6.3 Pass Percentage of students(Data for the latest completed academic year)**2.6.3.1. Total number of final year students who passed the examination conducted by Institution.**

Answer before DVV Verification : 636

Answer after DVV Verification: 637

2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.

Answer before DVV Verification : 639

Answer after DVV Verification: 639

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1.8	1.02	1.04	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.8	1.02	1.04	0	0

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	9	0	6.65

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	09	0	6.65

3.2.2 Percentage of teachers having research projects during the last five years

3.2.2.1. Number of teachers having research projects during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	3

3.2.3 Percentage of teachers recognised as research guides

3.2.3.1. Number of teachers recognized as research guides

Answer before DVV Verification : 4

Answer after DVV Verification: 4

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

3.2.4.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	3

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	21	20	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	21	20	19

3.3.2 **Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**

3.3.2.1. **Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	7	13	8	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	05	04	02	02

Remark : As per supporting documents.

3.4.1 **The Institution ensures implementation of its stated Code of Ethics for research through the following:**

1. Inclusion of research ethics in the research methodology course work
2. Presence of Ethics committee
3. Plagiarism check through software
4. Research Advisory Committee

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

3.4.2 **Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

3.4.2.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 7

Answer after DVV Verification: 7

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 4

Answer after DVV Verification: 4

3.4.3 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
51	51	52	37	27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	14	40	22	03

Remark : Number of research papers in the journal notified on UGC Website

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

3.4.4.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	5	13	5	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	04	12	4	10

Remark : As per supporting documents.

3.5.1 **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.50000	0.83500	0	0.13680	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.50000	00	00	00	00

Remark : As per supporting documents.

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

3.5.2.1. Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
38.34298	482.9870 0	3.70000	3.49800	0.83266

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
38.34298	2.18	3.70000	3.49800	0.83266

Remark : As per supporting documents.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
30	16	12	10	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	06	05	02

Remark : Total number of awards and recognition from extension activities excluding appreciation and participation certificate.

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	51	46	35	30

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
20	50	43	31	22

Remark : As per supporting documents.

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
436	3328	3030	2125	2153

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
256	1463	1251	1116	967

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1559	2550	1678	637	543

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
452	554	400	120	189

Remark : As per supporting documents.

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	18	11	3	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	10	03	02	01

Remark : As per supporting document.

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 48

Answer after DVV Verification: 48

4.1.4 **Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
96.90	528.20	27.83	17.82	48.23

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
72.66	528.15	19.84	9.31	20.55

Remark : As per supporting documents.

4.2.2 **Institution has access to the following:**

1. e-journals

2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

4.2.3 **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2.93	3.62	2.211	.709	1.68

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2.93	3.62	2.211	.709	1.68

4.2.4 **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. **Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 266

Answer after DVV Verification: 266

4.3.3 **Bandwidth of internet connection in the Institution.**

Answer before DVV Verification : 750 MBPS

Answer After DVV Verification: 750 MBPS

4.3.4 **Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

4.4.1 **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

4.4.1.1. **Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
167.01	180.46	153.45	113.23	78.64

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
107.97	99.07	110.76	87.76	57.15

Remark : As per supporting documents.

5.1.1 Average percentage of students benefited by scholarships and freships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
37	18	51	19	35

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
36	18	50	20	35

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution and non-government agencies during the last five years

5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
77	59	85	93	80

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
79	59	73	87	77

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)****4. Awareness of trends in technology**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1375	1250	1446	156	222

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1375	1250	1446	156	222

5.1.5 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
41	33	56	28	70

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
41	33	56	28	70

41	33	56	28	70
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5.2.2 **Percentage of student progression to higher education (previous graduating batch).**

5.2.2.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 234

Answer after DVV Verification: 234

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

5.2.3.1. **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
59	62	41	20	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
59	61	41	20	9

5.2.3.2. **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
73	70	45	25	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
73	69	45	25	11

5.3.1 **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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8	30	44	24	12
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
07	22	35	20	09

Remark : As per supporting documents.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35	29	21	28	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
33	27	19	23	16

Remark : As per supporting documents.

5.4.2 Alumni financial contribution during the last five years (in INR).

Answer before DVV Verification : A. ? 15 Lakhs

Answer After DVV Verification: A. ? 15 Lakhs

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

6.3.2 Average 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:

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	40	52	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	40	52	0

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	14	13	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	14	13	7

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42	33	8	3	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
39	14	9	4	4

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

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
.295	1.83	.65	0	.5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
.295	1.83	.65	0	.5

- 6.5.3 **Quality assurance initiatives of the institution include:**
1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
 2. **Collaborative quality initiatives with other institution(s)**
 3. **Participation in NIRF**
 4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**
- Answer before DVV Verification : 3 of the above
Answer After DVV Verification: 3 of the above

- 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**
- Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: A. 4 or All of the above

- 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**
- Answer before DVV Verification : A. Any 4 or all of the above
Answer After DVV Verification: B. 3 of the above

- 7.1.5 **Green campus initiatives include:**

	<ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : As per supporting documents.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of programs offered year-wise for last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	16	15	13

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	16	15	13

1.2 **Number of departments offering academic programmes**

Answer before DVV Verification : 21

Answer after DVV Verification : 21

2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1777	1738	1789	1760	1819

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1777	1738	1789	1760	1819

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
636	576	613	557	606

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
637	573	610	561	606

2.3 **Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1691	1717	1756	1753	1802

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

1691	1717	1756	1753	1802
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2.4 **Number of revaluation applications year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
164	138	312	369	273

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
72	138	317	370	230

3.1 **Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
704	657	558	517	449

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
704	657	558	517	449

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
66	66	64	58	59

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	64	62	55	56

3.3 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
66	66	64	58	59

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64	64	62	55	56

4.1 **Number of eligible applications received for admissions to all the programs year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1122	854	875	862	995

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1122	854	877	862	995

4.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
642	643	479	500	478

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
296	287	286	293	303

4.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 48

Answer after DVV Verification : 48

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 246

Answer after DVV Verification : 246

4.5 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
263.92	708.66	181.28	131.05	126.87

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
263.92	708.66	181.28	131.05	126.87