

# **ANNUAL QUALITY ASSURANCE REPORT**

**(2017-2018)**

**Submitted by**  
**Internal Quality Assurance Cell**  
**St. Mira's College for Girls, Pune**  
**Maharashtra**

**Submitted to**  
**National Assessment and Accreditation Council**  
**(NAAC)**  
**Bangalore**

**The Annual Quality Assurance Report (AQAR) of the IQAC**  
**2017-2018**

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2014 to June 30, 2015)

**Part – A**

**1. Details of the Institution**

1.1. Name of the Institution	<b>Sadhu Vaswani Mission's, ST. MIRA'S COLLEGE FOR GIRLS, Pune, Maharashtra</b>
1.2. Address Line 1	<b>6, Koregaon Road</b>
Address Line 2	<b>Near Hotel Taj Blue Diamond</b>
City/Town	<b>Pune</b>
State	<b>Maharashtra</b>
Pin Code	<b>411001</b>
Institution e-mail address	<a href="mailto:mira_college@yahoo.co.in">mira_college@yahoo.co.in</a>
Contact Nos.	<b>020- 26124846; 020- 26133016</b>
Name of the Head of the Institution:	<b>Dr. Gulshan H.Gidwani, Principal</b>
Tel. No. with STD Code :	<b>020-26124846, 020-26133016</b>
Mobile:	<b>9049003758</b>

Name of the IQAC Co-ordinator:

Dr. Jaya Rajagopalan

Mobile:

IQAC e-mail address:

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[miraiqac@gmail.com](mailto:miraiqac@gmail.com)

1.3. NAAC Track ID (For ex. MHCOGN 18879): **MHCOGN10195**

1.4. NAAC Executive Committee Number and Date: **EC/PCRAR/59/21 dated April 21<sup>st</sup> 2012**

1.5. Website address:

[www.stmirascollegepune.edu.in](http://www.stmirascollegepune.edu.in)

Web-link of the AQAR:

<http://www.stmirascollegepune.edu.in/AQAR201718.doc>

1.6. Accreditation details:

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	B++	--	2002	--
2	2 <sup>nd</sup> Cycle	A	3.03	2012	2017
3	3 <sup>rd</sup> Cycle	A	3.41	2017	2022
4	4 <sup>th</sup> Cycle	--	--	--	--

1.7. Date of Establishment of IQAC:

15/07/2003

1.8 AQAR for the year (for example 2010-11)

2017-18

1.9. Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

**AQAR 2014-2015 submitted online to NAAC on 13.9.2016**

**AQAR 2015-2016 submitted online to NAAC on 20.9.2016**

**AQAR 2016-2017 submitted online to NAAC on 27.9.2017**

1.10. Institutional Status -

University                      State     Central     Deemed     Private

**Affiliated College**                       Yes  No

**Constituent College**                       Yes  No

**Autonomous college of UGC**  Yes  No

**Regulatory Agency approved Institution**  Yes  No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution    Co-education     Men     Women

Urban     Rural     Tribal

Financial Status                      Grant-in-aid     UGC 2(f)     UGC 12B

Grant-in-aid + Self Financing     Totally Self-financing

1.11. Type of Faculty/Programme

Arts     Science     Commerce     Law     PEI (Phys Edu)

TEI (Edu)     Engineering     Health Science     Management

Others (Specify)

- -

1.12. Name of the Affiliating University (*for the*

**Savitribai Phule Pune University,  
Pune**

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

**Central Govt.(UGC);  
Savitribai Phule Pune  
University.**

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

## **2. IQAC Composition and Activities**

2.1 No. of Teachers

10

2.2 No. of Administrative/Technical staff

01

2.3 No. of students

01

2.4 No. of Management representatives

01

2.5 No. of Alumni

01

2.6 No. of any other stakeholder and  
community representatives

01

2.7 No. of Employers/ Industrialists

01

2.8 No. of other External Experts

01

2.9 Total No. of members

17

2.10 No. of IQAC meetings held

05

## 2.11 No. of meetings with various stakeholders:

Faculty 12  
Non-Teaching Staff/ Students 03+04  
Alumni 2

2.12 Has IQAC received any funding from UGC during the year? NO

## 2.13 Seminars and Conferences (only quality related)

### (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total	International	National	Institutional
02	-	-	02

### (ii) Themes:

- a) Establishment of the **Centre for Women Entrepreneurship**, under the Departments of Business Studies and BBA. The centre aims to create an environment that promotes and stimulates the spirit of entrepreneurship among the students of the College.
- b) **TEDx St. Mira's College** is a first-time local initiative that is aimed at sharing transformative ideas. It was used as platform for social outreach activities. It is a collection of thinkers, doers, creatives, innovators, explorers, visionaries and learners that are always looking to expand horizons, change perceptions, trigger action and foster new connections

## 2.14 Significant Activities and contributions made by IQAC:

- Reviewing and analyzing academic programmes
- Introduction of new Additional Credit Courses
- Ensuring the quality of the administrative units of the College
- Initiating ICT innovations and increasing the activities of the Green Club
- Revisiting the marking scheme decided upon for self-appraisal (API) and promotion through Career Advancement Schemes of UGC; Guiding teachers for the same
- Encouraging research among teachers and students
- Encouraging various departments to conduct Seminars, Conferences and Workshops
- Adopting Quality Enhancement Strategies for increasing Institutional Social Responsibility
- Conducting skill development activities for students
- Implementing some important Examination Reforms

## 2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Outcomes
1) Reviewing and analyzing academic programmes	<ul style="list-style-type: none"><li>• Feedback from students was assessed and analyzed by every HOD</li><li>• Analysis of the Feed Back for the year 2017-2018 showed an overall high satisfaction with the course content of every subject.</li><li>• Syllabus for the T.Y. B.A. and the T.Y.B.Com classes was revised; while the new autonomous syllabus for the T.Y.BBA, T.Y. BCA, and T.Y.B.Sc. (Computer Science).</li></ul>
2) Introduction of new Additional Credit Courses	<ul style="list-style-type: none"><li>• Some inter disciplinary short term extra credit courses to make our students employable in fields other than in pure academics were conducted. They are as follows:<ol style="list-style-type: none"><li>1) Global Business Services(Accounts &amp; Finance),</li><li>2) Digital Marketing,</li><li>3) Basic Spanish,</li><li>4) Spanish Level 2,</li><li>5) Dance,</li><li>6) Spoken English,</li><li>7) Python Programming,</li><li>8) Quantitative Techniques,</li><li>9) Tally 9,</li><li>10) Early Childhood care in Education,</li><li>11) Physical Fitness,</li><li>12) Image Consulting,</li><li>13) Basics of Cartooning</li><li>14) Listening Skills.</li></ol></li></ul> <p>These courses were open to all students of every discipline.</p>

<p>3) Ensuring the quality of the administrative units of the College</p>	<ul style="list-style-type: none"> <li>• Software ‘Vridhhi’ for admissions and online filling of examination forms implemented.</li> <li>• All documents in the administrative unit have been digitized to ensure quick access to information and for preservation of important documents</li> </ul>
<p>4) Initiating ICT Innovations and increasing the activities of the Green Club</p>	<ul style="list-style-type: none"> <li>• A number of indigenous softwares have been developed by the faculty of the Computer Science department to improve the academic and the administrative efficiency of the college</li> <li>• A Green Audit of the campus was carried out; other green initiatives taken include Eco-friendly Ganpati Idol-making Activity, In-house Workshop on Newspaper Bag-making, Greeting Card-Making and Candle-making, Garden Waste Management, Green Club Sale, Sanitary Napkin Donation Campaign- ‘Kaho Na Pad Hai’,vermi-composting, disposal of e-waste and plastic, installation of solar panels and rain water harvesting unit and adopting the drip water irrigation method for watering plants.</li> <li>• Sensitize students about the need for preservation of the natural environment and encourage activities that focus on the theme of ‘Reduce-Reuse-Recycle. And “Positive Thinking and Cleanliness in Pune City”</li> </ul>
<p>5) Revisiting the marking scheme decided upon for self-appraisal (API scores) and promotion through Career Advancement Schemes of UGC; Guiding teachers for the same</p>	<ul style="list-style-type: none"> <li>• IQAC has interpreted the intricacies of the new appraisal system for College teachers as per UGC regulations (2010) and has guided teachers with respect to the marking scheme of the 3 categories of API. This year the IQAC revisited the marking scheme and updated it as per suggestions received. Two teachers were promoted this year according to the Career Advancement Scheme</li> </ul>



<p>6) Encouraging research among teachers and students</p>	<ul style="list-style-type: none"> <li>• 17 faculty members have presented research papers at International, National and State Level Conferences and Seminars and published their research work in reputed International and National Journals</li> <li>• Introduction of a paper on ‘Research Methodology’ by two departments</li> <li>• Taking up of live projects with NGOs</li> <li>• Organization of a Workshop on <b>How to Write a Report/Project</b> for undergraduate students and subsequently presentation and publication of research papers by students at Seminars and Conferences organized by the college departments.</li> </ul>
<p>7) Encouraging various departments to conduct Seminars, Conferences and Workshops</p>	<p><b>List of all Seminars / conferences:</b></p> <ul style="list-style-type: none"> <li>➤ The Department of Economics collaborated with the Departments of History, Politics and Public Administration to organize this SPPU sponsored National Conference on “Public Policy, Governance and Advocacy: Towards a Sustainable Society” on Feb 9-10, 2018.</li> </ul> <p><b>List of workshops-</b></p> <ul style="list-style-type: none"> <li>• Online Safety Social Network Platforms</li> <li>• A Drama Workshop</li> <li>• Eve teasing</li> <li>• Sexuality</li> <li>• Multidimensional Skills,</li> <li>• Gender and Public Spaces: Safety Mapping and Beyond.</li> <li>• Voice as Career.</li> <li>• Peer Training Program</li> <li>• Memory Improvement</li> <li>• Yoga and relaxation</li> <li>• Improving Attention Span</li> <li>• Directory Building for Special Needs Children</li> <li>• Sensitization to Disabilities.</li> <li>• Concept of Mind Maps Appearing for Exams of UPSC, MPSC and Bank POs</li> <li>• Creativity</li> <li>• Career Development Workshop</li> <li>• Preparing &amp; Understanding Projected Financial Statements</li> <li>• Stress Management</li> <li>• Business Planning</li> </ul>

8) Adopting Quality Enhancement Strategies for increasing Institutional Social Responsibility

- Project with the Dhanwantri School, Ganj Peth, for engaging the young school children in craft, drawing, brain games and painting.
- Collaboration with the NGO ‘Connecting’ to participate in its Suicide Prevention programmes.
- Volunteering for ‘Teach For India’.
- Centre for Mental Health Services- School Counseling Remediation (CMHS-SCR) in collaboration with Teach for India
- Collaboration with Corporate Social Responsibility (CSR) Department of Zensar Technologies which aims at running transformational programs like community mobilization and development.
- Teaching the students of classes 8th and 9th at ‘Pujya Kasturba Gandhi English Medium School’, a government school run by the Akanksha Foundation
- Free health check up camp for auto rickshaw drivers of Pune, organized by The Hind Shakti Social Foundation, Free health check-ups were organised for more than 3000 auto rickshaw drivers.
- “Red Dot Campaign” in collaboration with SWACHH was conducted for students of St Mira’s College for Girls
- Adoption of ‘Sandhya’ – a home for the aged.
- Collaboration with RESQ – an animal shelter for stray, wounded animals

9) Conducting skill Development activities for students

- The counselling Cell was actively involved in both intervention and preventive efforts to support and enhance coping skills in students.
- An MOU with Rightpath Lifestyle Pvt. Ltd. has been signed for Professional Intelligence, aptitude measurement and career guidance;
- Stress management program managed by the students themselves and an *arts based therapy* module on *dance movement therapy* have been conducted.
- A ten day soft skill workshop for the final year students was conducted
- The students welfare board introduced the year long ‘Earn while Learn’ scheme and conducted a one day Personality Development workshop
- The Department of Computer Science organized ‘*Teklogica 17-18*’, an Inter Collegiate Fest.
- SPECTRUM 2017-‘Unleash the Skills Within’ – a two day inter college fest and the annual ‘Mira Bazaar’ was organized by the Department of Business Studies
- The BBA and BCA departments organized a three day Inter College Fest ‘Exodus 2017’ with corporate sponsorships.
- The Sadhu Vaswani Inter College Debate was organized by the English Department
- Numerous events organized throughout the year provided a platform to students who excel in music, dance, drama, debates and other fine arts to showcase their talents.
- At the inter collegiate , district, zonal, State and National levels our sports girls bagged a total of 11 gold medals, 13 silver medals and 18 bronze medals.

10) Implementing some important Examination Reforms	<ul style="list-style-type: none"> <li>• The Examination Cell has successfully used two indigenously devised softwares - the Question Paper Picker and the Examination Timetable Scheduler - during the conduct of the examinations. These softwares have facilitated the processes in the examination cell and increased the confidentiality of the examination process.</li> <li>• Use of The Flexi – Test generator and the advanced online exam software to convenience the Internal Testing System.</li> <li>• Alternate day exams instead of extended study leave</li> </ul>
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*\* Academic Calendar of the year as Annexure-I attached*

2.16 Whether the AQAR was placed in statutory body Yes  No

✓ Management  Syndicate  Any other body

Provide the details of the action taken

**As mentioned in 2.15**

## Part - B Criterion - I

### 1. Curricular Aspects

#### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD				
PG	4		4	
UG	5		3	
PG Diploma				
Advanced Diploma				
Diploma				
Certificate				
Others				
<b>Total</b>	9		7	
Interdisciplinary				
Innovative				

#### 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

**Flexibility of the Curriculum: CBCS/Core/Elective option / Open options:**

- 1) All UG programmes follow the Core and Elective option system.
- 2) All PG programmes have CBCS system

#### (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	9 (UG & PG)
Trimester	
Annual	

#### 1.3 Feedback from stakeholders\*

*(On all aspects)*

Mode of feedback :

Alumni



Parents



Employers



Students



Annual



Non-operating schools (for PEI)



**1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.**

- More emphasis on the inter-disciplinary approach and on promoting emerging trends.
  - Academic audit of all revised syllabi by eminent entrepreneurs, corporate luminaries and academicians from renowned universities like IIT Mumbai, Jawaharlal Nehru University, Delhi University, Jadhavpur University, University of Mumbai, Hyderabad Central University was carried out.
  - The Third Year syllabi of B.A, B,Com, BBA, BBA(CA) and BSc (Comp. Science) was revised in 2017-18. The curriculum was designed so as to conform to the tenets of seamless and holistic education.
  - The focus of the change has been on :
    - ❖ Contemporary topics adhering to Global Emerging Trends
    - ❖ Coverage of Societal issues like Gender Sensitivity, Human Rights, And Dualistic Societies:
    - ❖ Values and Ethics
    - ❖ Environment, Health, Safety and Conservation/Preservation/Welfare Aspects in Curriculum
    - ❖ Curriculum Approach: Practical Application and Research Orientation,
    - ❖ Facilitating Multi- skill Development
    - ❖ Promoting Entrepreneurial Skills:
    - ❖ Enhancing Employability
  - Some short term extra credit courses to make our students employable in fields other than in pure academics were conducted. They are as follows:
    - ❖ Global Business Services(Accounts & Finance),
    - ❖ Digital Marketing,
    - ❖ Basic Spanish,
    - ❖ Spanish Level 2,
    - ❖ Dance,
    - ❖ Spoken English,
    - ❖ Python Programming,
    - ❖ Quantitative Techniques,
    - ❖ Tally 9,
    - ❖ Early Childhood care in Education,
    - ❖ Physical Fitness,
    - ❖ Image Consulting,
    - ❖ Basics of Cartooning
    - ❖ Listening Skills.
- PG Credit Courses:**
- ❖ The SPPU curriculum based Post Graduate Credit courses in Human Rights (2 credits) Cyber Security (4 credits) and Yoga (4 credits)

**1.5 Any new Department/Centre introduced during the year. If yes, give details.**

Nil
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## Criterion - II

### 2. Teaching, Learning and Evaluation

#### 2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Principal/Professor	Others
31 Grantable	18	12	1	-
19 Non Grantable	19	0	0	2

#### 2.2 No. of permanent faculty with Ph.D.

13
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#### 2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
0	3	-	-	-	-	-	-	0	3

#### 2.4 No. of Guest and Visiting faculty and Temporary faculty 7

74	07	0
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#### 2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	01	06	05
Presented papers	02	08	03
Resource Persons	01	-	05

## **2.6 Innovative processes adopted by the institution in Teaching and Learning:**

### **Innovation for:**

#### **Experiential Learning**

- All departments employ greater emphasis on alternative teaching techniques to make learning more enjoyable and meaningful by linking theory and practice. This is achieved through role play, group discussion, guest lectures, training workshops, excursions to museums and institutional visits. For e.g.: ‘Bhimtadi Jatra’, ‘Anganwadi’, Mental health and rehabilitation centres, Aradhana Institute of dance, Tribal Museum and the Jaipur Literature Festival
- Heritage Walk—Fort Area of Mumbai, and ‘Freedom Trail’ – old city of Pune
- Video conferencing
- Hindi and English ‘Wall Magazines’
- Language laboratory
- Quiz competitions
- Exhibitions e.g.: Display of prehistoric and Egyptian artefacts like papyrus
- Mathematics project competition—‘Pi Approximation Day’ to study application of mathematics in different fields
- Mira Bazaar- entrepreneurship
- Spectrum, Exodus and Techlogica – inter-college fests to hone organizational and management skills.
- Use of songs, advertisements and pictures to teach poetry and the power of symbols, imagery, setting and narratives in advertisement e.g.: ‘Da-da-Ding’ Nike ad.
- Visual sociology-analysis of films and other visual media to study sociological theory. The contextual setting allows for a more powerful critique of society
- Buddy system—advanced learners mentor weaker students

#### **Writing Skills**

- Created and maintained a blog—‘Humans of Pune’
- Review of research papers and competition for review of newspaper articles
- Studied the Japanese story, ‘The Peace Crane’- made origami cranes in class and wrote peace messages in them.
- Introspective diary writing
- Creative writing- stories and storytelling

#### **Oral Skills**

- MOOT COURT competitions
- Debate writing and ‘The Debate Club’
- Youth Parliament
- Declamation and elocution competitions-speech writing



## Creativity

- Adapting and translating dramas for performances—re-scripting, performing and setting in an Indian contemporary context by students
- Public performance of prescribed text *Romeo and Juliet* as a scintillating musical. 100 students of the college participated in scripting the adaptation, dancing, singing in a choir with accompanying musical instruments, designing the backdrop which was projected onto LED screens, designing tickets, marketing, radio and press interviews, ushering people to their seats, make up and designing props and costumes. The play ran to two full houses and was uploaded on YouTube.
- ‘Hindi week’ and ‘Marathi *Divas*’-extravaganzas involving the whole college to capture the language, culture, histories through performance eg: Shivaji’s encounter with Afzal Khan and the tiger claws.

## Research

- Collecting qualitative and quantitative data eg: to study flaws in selected brands
- Surveys for Navi Disha
- Research projects including all stages from formulation of proposal to writing a research report.
- Library research based assignments eg: Impact of Brexit

## Career Opportunities

- Workshops on stress management, yoga and dance movement therapy providing the students with life skills and introducing them to alternative career option.
- Along with studying a graphic novel students took a course in cartooning. Cartoons were published in the college magazine and one was selected as the magazine cover.
- Internships eg: Extensia etc
- Editing and academic writing courses –college magazine *MIRAcles*

**2.7 Total No. of actual teaching days during this academic year**

188
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**2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)**

- The Open Book Examinations and the Online Multiple Choice testing have been adopted for Continuous Internal Assessment by all departments
- As a pilot project, the Examination Cell has successfully used some indigenously devised software - the Question Paper Picker and the Examination Timetable Scheduler - during the conduct of the B.Sc. (Computer Science), BBA and BBA (CA) examinations. The project was successful and has now been implemented for all the exams held by the college. These softwares have facilitated the processes in the examination cell and increased the confidentiality of the examination process. The Flexi – Test generator and the Advanced online exam software have simplified the Internal Testing System.

- A Double Valuation is permitted and a photocopy of the paper of the concerned subject is provided.
- Model answers are put up for the students immediately after every examination

**2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop**

50

**2.10 Average percentage of attendance of students**

75%

**2.11 Course/Programme wise distribution of pass percentage :**

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III /Pass class %	Pass %
FYBA	198	43.66	37.19	24.65	0.68	91.92
FYBCOM	325	29.43	39.40	29.44	1.73	97.23
SYBA	153	34.65	40.59	21.78	2.97	92.16
SYBCOM	234	21.23	46.57	30.82	1.36	91.42
TYBA	115	28.28	43.43	22.22	6.06	86.09
TYBCOM	249	32.86	25.57	33.33	5.24	84.34
MA SOCIOLOGY	10	10	30	40	0	100
MA ECONOMICS	13	10	90	0	0	76.92
MA ENGLISH	12	8.33	41.67	50	0	100
MCOM (BUS.ADMIN)	30	4.16	12.5	33.33	16.67	97.14
FYBBA	76	20	36	34	10	98.68
SYBBA	74	27.78	50	22.22	0	100
TYBBA	71	17.19	31.25	45.31	6.25	90.14
FYBBA(CA)	80	26.32	26.32	44.74	2.63	86.25
SYBBA(CA)	52	28.57	45.71	25.71	0	94.23
TYBBA(CA)	49	23.81	23.81	38.10	14.29	85.71
FYBSC	68	41	52	5.8	0	82.81
SYBSC	56	62	31	3.4	3.4	100
TYBSC	55	27	25	25	0	87.27

**2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:**

The IQAC of the college is the central body within the college that continuously reviews the teaching – learning process. It meets regularly to review and take decisions on academic policy. It facilitates the creation of a learner-centric environment by optimising and integrating modern methods of teaching and learning. It also helps in motivating the faculty to adopt the required knowledge and technology for

participatory teaching and learning processes. It also decides on incentives and faculty development programmes to promote a climate of research in the college. Thus it is responsible in creating a climate within the institution that is conducive to quality education.

The IQAC reviews the teaching-learning process

Directly through:

1. Preparation of the Academic Calendar
2. Preparation of Faculty Time-tables
3. Deciding upon the institutional parameters for devising a marking scheme for self appraisal
4. Scrutiny and assignment of Performance Appraisal Scores of teachers through their Annual Performance Indicators.
5. Analysing the performance results of students, subject wise to assess the performance of students as also that of teacher. The reasons for large number of backlogs, if any, are investigated.

Indirectly through the H.O.D.s of every department

1. The H.O.D.s monitor adherence to the syllabus – every member of the department submits unitised work plans which are monitored by the respective H.O.D.s.
2. Interface between departmental members and H.O.D.s is regular and frequent to discuss pedagogical practices and content clarifications.
3. These are further monitored through the regular and periodic internal tests. The H.O.Ds also ensure that the requisite weightage is given to each prescribed unit of the syllabus in the exam papers.
4. The H.O.D.s also co-ordinate various year long social outreach programmes initiated by the IQAC.
5. In addition the staff is updated about various research projects and funding agencies, the proposals are then peer reviewed by members of the IQAC.
6. The H.O.D.s often counsel parents and students, help in attesting statements of purpose and recommendations letters and handle various student problems both personal and academic.

### 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	02
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	02
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	-
Others	-

### 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	14	01	-	04
Technical Staff	-	-		02

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- The Research Co-ordination Committee along with the IQAC adopts initiatives for promotion of research amongst faculty.
- Younger faculty members are encouraged to pursue their Ph. D and are provided with administrative assistance to do the same – Six faculty members are pursuing their doctoral work and two faculty members have registered for PhD. this year
- Information regarding revised guidelines, directives of various funding agencies is passed on to the teachers from time to time.
- Major and Minor research proposals are scrutinized before submission to the funding agency – One faculty member is working on her Minor Project approved by ICSSR and has received a funding of Rs. 2,00,000.
- Teachers are encouraged to present and publish their research papers at conferences and seminars. One of our faculties received Smt. Pratibha Singh Memorial Best Paper Award in the 1<sup>st</sup> Annual Congress of Society of Industrial and Organizational Psychology held in University of Rajasthan, Jaipur in January 2018. She has received a trophy, certificate and cash reward for the same. The paper is selected as the best paper out of around 250 research papers from India and abroad.
- The IQAC encourages the departments of the college to organize Workshops, Seminars and Conferences to promote research and develop research skills amongst the staff and the students. This year Departments of Economics, Politics and History organized a national Seminar on Public Policy, Governance and Advocacy.
- As a quality initiative, we have taken up field research in collaboration with external agencies. We have tied up with organizations such as ‘the Women’s Study Centre, SPPU; AIDWA and Zensar Technologies where students carry out collaborative research.
- Every year our science students participate in the research project competition, AVISHKAR. This year they made LIFI Dongle and speaker and Automatic door opening system which was much appreciated by Savitribai Phule Pune University authorities. The project on LIFI Dongle and speaker reached up to the State level.
- Incubation centre--Centre for Women Entrepreneurship (CWE)  
CWE is in the process of setting up an Incubation Centre in the college in collaboration with Tata Institute of Social Sciences (TISS) Mumbai.

An Orientation session for setting up of Incubation centre in collaboration with TISS, Mumbai was organized on February 3rd; 2018. The speakers introduced the objectives of the

Incubation Centre to the participants. They emphasized on mentoring, coaching, resource pooling, provision of shared spaces as main objectives. They also focused on information relating to start-ups, customers, markets, and networking, innovation and latest trends.

### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	--	--	--
Outlay in Rs. Lakhs	--	--	--	--

### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number		1 (ICSSR)		
Outlay in Rs. Lakhs		2,00000		

### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	2		-
Non-Peer Review Journals			-
e-Journals			-
Conference proceedings	1		1

### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

### 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	--	--	--	--
Minor Projects				
Interdisciplinary Projects	--	--	--	--

Industry sponsored	--	--	--	--
Projects sponsored by the University/ College	--	--	--	--
Students research projects <i>(other than compulsory by the University)</i>	2017-18	Zensar Technologies--	Rs.38,600/-	Rs 38,600/-
Any other(Specify)	--	--	--	--
Total	--	--	--	--

**3.7 No. of books published** i) With ISBN No

Chapters in Edited Books

ii) Without ISBN No

**3.8 No. of University Departments receiving funds from - Not Applicable**

UGC-SAP

CAS

DST-FIST

DPE

DBT Scheme/funds

**3.9 For colleges**

Autonomy

CPE

DBT Star Scheme

INSPIRE



CE

Any Other  
(specify)

**3.10 Revenue generated through consultancy - Nil**

<b>3.11 No. of conferences organized by the Institution</b>	Level	International	National	State	University	College
	Number		1			
	Sponsoring agencies		SPPU			

**3.12 No. of faculty served as experts, chairpersons or resource persons**

6

3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

**3.15 Total budget for research for current year in lakhs:**

From funding agency

From Management of University/College

Total Approximately

**3.16 No. of patents received this year**

Type of Patent		Number
<b>National</b>	<b>Applied</b>	--
	<b>Granted</b>	--
<b>International</b>	<b>Applied</b>	--
	<b>Granted</b>	--
<b>Commercialised</b>	<b>Applied</b>	--
	<b>Granted</b>	--

**3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year**

Total	International	National	State	University	Dist	College
--	--	01	--	--	--	--



3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

04

18

3.19 No. of Ph.D. awarded by faculty from the Institution

0

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF -- SRF -- Project Fellows -- Any other --

3.21 No. of students Participated in NSS events:

University level 24 State level -

National level - International level -

3.22 No. of students participated in NCC events:

University level - State level -

National level - International level -

3.23 No. of Awards won in NSS:

University level - State level -

National level - International level -

3.24 No. of Awards won in NCC:

University level - State level -

### 3.25 No. of Extension activities organized

University forum	<input type="text"/>	College forum	<input type="text" value="4"/>
NCC	<input type="text"/>	NSS	<input type="text" value="1"/>
		Any other	<input type="text" value="4"/>

### 3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

#### Extension Activities

##### **NSS Regular Activities (2017-18)**

1. Tree plantation drive
  2. Swachhata Pakhwada (1<sup>st</sup> august to 15<sup>th</sup> august 2017)
    - a. In continuation with the NSS dept's effort, the volunteers this year too made paper bags for responsible disposal of used sanitary pads. These bags were made from old magazines and pamphlets.
    - b. 'Cleanliness rally' was organized by the NSS dept around the Koregaon park area.
    - c. Cleaning of Agakhan palace campus
  3. Cyclothan
  4. Blood donation camp
  5. Eye- check up camp at Parodi village
  6. Organ donation awareness
  7. Manure packaging- for green club
  8. Bal Mela in association with the Sadhu Vaswani mission for the underprivileged students
  9. The Trimiti Trust organised 2<sup>nd</sup> mental health film festival – Mindscope on Sunday, 5th November 2017 at national film archives of India. Six of the NSS volunteers participated in this event.
  10. Participation in 3-day university camp at Kokangaon, Sangamner
- **NSS CAMP ACTIVITIES 2017 (Annual Shramsanskar Camp)**
    1. The Annual NSS Camp was held at village Parodi in Shirur Taluka from 1<sup>st</sup> December 2017 to 7<sup>th</sup> December 2017.
    2. Swachata Abhiyan- the volunteers undertook weed cleaning and cleanliness drive at the funeral grounds at Parodi and Shivtakrar Mhalungi, Perr Saheb Dargah and the ZP School at Parodi.
    3. Tree plantation- More than 80 trees were contributed by the NSS Department for the tree plantation drive conducted at Parodi and Shivtakrar Mhalungi
    4. Book Donation drive- The staff and students of St. Mira's College donated more than 200 books to the ZP schools
    5. The Street plays by the students on the topic- Beti Bachao and Swachata were well received and appreciated by the villagers.
    6. Village survey- The volunteers participated in the daily activities of the villagers and also conducted a survey for the population.

7. Marathi Kavita Vachan – ‘ Mata, Mati and Sanskriti’ by Mr. Bharat Daundkar was well received by the volunteers and villagers

### **Student Development Programme**

- Earn while Learn scheme – year long economic support is provided to students by offering them opportunity to work on college campus.
- Nirbhay Kanya Abhiyan - with an objective of inculcating fearlessness among girl students. Fearlessness is seen as an important personality trait which refers to both a physical and mental ability to control and cope up with one’s social environment.
- Personality Development workshop - aims to provide a platform to girl students to go beyond classroom learning and attain overall personality development.
- **Green Club Initiative**  
**Sanitary Napkin Collection Campaign- ‘Kaho Na Pad Hai’**
  1. The objective of this drive was to create awareness about the health benefits of using sterile sanitary napkins as against cloth, to collect sanitary napkins for women in tribal and slum areas in and around Vasai region of Maharashtra and to break the stigma attached to discussions on sanitary napkin use.
  2. Our staff and students collectively mobilized 245 packets i.e. around 2500 sanitary napkins. We sensitized the students to purchase and donate bio-degradable and cotton based napkins as far as possible.

**Department of Business Studies undertook following activities to reach out to underserved sections of society.**

1. Teaching the students of classes 8th and 9th at ‘Pujya Kasturba Gandhi English Medium School’, a government school run by the Akanksha Foundation for a period of 10 days.
2. Our students helped as volunteers for a 10 day free health check up camp for over 3000 auto rickshaw drivers of Pune
3. A field trip as a part of the social entrepreneurship concept, was organised to the Rural Development Project of the Bombay Mothers & Children Welfare Society at Rajgurnagar on February 14th, 2018.

**Department of Sociology** organized orientation programme on ‘Volunteering in initiative to transform education practices’.

### **Institutional Social Responsibility**

Two students from the **Department of Sociology** are actively participating in activities designed for social transformation. One student is working on a research project on Non

water Sanitation project with a NGO based in Berlin. The other has worked in the Teach India initiative for catering to the educational needs of underprivileged children.

The **History Department** has coordinated with a start up ‘Ticklinks Foundation, Pune’ to create an Open Source Library of educational videos for the subject of History aligning with the syllabus of different state boards. In this the students are taught to create videos in a simplified way to help the underprivileged students understand the concepts in an interesting and fun manner.

Every week students from **Department of Education** conduct activities like drawing, painting, games, learning through fun and play at Dhanwantri Primary School at Ganj Peth, Pune.

- As a part of the social outreach activity students of **Department of Psychology** volunteer for Connecting NGO. The students undergo Mentorship Programs and Listening Skills Training and work for creating awareness regarding various reasons and risk factors for committing suicide, protective factors and help with Connecting helpline and workshops.
- As a part of the social outreach activity students of **Department of Psychology** intern with Centre for Mental Health Services- School Counselling Remediation (CMHS-SCR) in collaboration with Teach for India which provides training and internship programs to students to train them in the field of school counselling and remediation. Post their intensive training the students are placed in one of the low income schools identified by Teach for India where they counsel and mentor the students about various emotional and behavioural issues.
- As a part of the social outreach activity students of **Department of Psychology** volunteer for Zensar Technologies that aims at running transformational programs like community mobilization and development with the help of SALT Technique (an acronym for Support / Appreciate / Listen / Team) strategy. The students help in developing resilience and motivation within communities so that they can be empowered for change.

## Criterion - IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	3	-	-	3
Class rooms	47	-	-	47
Laboratories	3	-	-	3
Seminar Halls	4	-	-	4
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.				

Value of the equipment purchased during the year (Rs. in Lakhs)		3530103	UGC, CPE & College Funds	3530103
Others				

## 4.2 Computerization of administration and library

### Library:

- All library functions like acquisition, accessioning, cataloguing, circulation and serial control are computerised.
- Library software generates bar code labels for books, CDs, DVDs, and borrower's I Cards with the help of a Bar code printer
- Online catalogue-**Web OPAC** and leased line internet facility is available on all library computers.
- Users have access to audio, video, images and PDF files uploaded in **D Space repository** and helps to maintain an **Institutional Repository**
- A separate server with 8.00GB RAM and 1 TB storage capacity has been set up for digital library.
- **Content management system for e-learning** – the Library makes available syllabus, previous years' question papers, and student projects in the Digital library to assist students in academic learning process. Library blog is updated with information like list of new arrivals, quote of the month, monthly display of books, etc.
- **Participation in Resource sharing networks/consortia** (like Inflibnet) - Library has institutional membership of NLIST database to access e-journals and e-books. User names and passwords are provided to faculty and students for remote access.
- **Information Deployment and Notification:** Done through the library blog / Web OPAC; Web OPAC provides simple search and advance search facility to search documents and display useful details like book cover images, physical location, abstracts, category of items, inventory and circulation status, bibliographical details, information regarding library membership, online databases, new arrivals and periodicals.
- The college subscribes to e-journals/e-books through N-LIST programme of UGC INFLIBNET and has access to e-resources with more than 6,000 e-journals and 97,000 e-books of various disciplines.
- The library has implemented QR (Quick Response) Code to the online catalogue that helps to scan the bibliographical records on mobile phones of the library users.

- A ‘Google preview’ facility that enables the user to preview ‘Google Books’ is now available to the Online Catalogue.

#### **Administration:**

- All the administrative blocks are connected with **broad band internet** connectivity through the Airtel lease line with 5 MBPS and LAN.
- **Automation/Computerisation of routine administrative jobs** e.g. admission of students, generation of fee receipts, GR Entries, Leave records, Generation of Admit and Marks Cards etc. has been done to remove the delay/ drudgery associated with these jobs.
- All official records have been **digitised** for preservation and safe keeping

Indigenously created software for **Classroom Mapping** that helps to check the availability of classrooms, laboratories, computer labs, and common space units such as the Auditorium, Sanctuary Hall and the Audio Visual Room has contributed to optimum space utilization and enhanced the administrative efficiency of the college.

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	17032	1556589.60	260	67857	17292	1624446.60
Reference Books	40528	7010614.38	661	282481	411189	7293095
e-Books			3135809	5900	3135809	5900
e-Journals			6240	9100	6240	9100
Journals			44	67295	44	67295
Digital Database			3	404481	3	404481
CD	1993	164006.54	86	400	2079	164406.54
DVD	720	57980.85	138	6290	858	64270.85

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others

Existing	237	6	13	2	3	28	8	16
Added	9	-	-	-	-	-		
Total	246	6	13	2	3	28	8	16

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

##### User Orientation

- Free training sessions to teachers is given for upgrading their computer skills;
- The students are trained to be 100% computer literate as they have to apply for online tests.
- Resource persons are invited to train faculty and students in the use of EBSCO databases and OPAC within the campus and remotely. Whenever new software is acquired, workshops are conducted and resource persons are invited to familiarize the faculty and students about its usage.
- We even develop, customise and upgrade our own examination and admission software.

#### 4.6 Amount spent on maintenance in lakhs:

i) ICT	8,14.744
ii) Campus Infrastructure and facilities	15,56,70
iii) Equipments	90,928
iv) Others	5139382
<b>Total :</b>	<b>36,82,39</b>

### Criterion - V

## 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- The College website provides information about student support services.
- The College Prospectus gives a brief account of the College Profile, Courses offered, Admission policy, Fee Structure, Eligibility rules, College rules, rules of attendance and discipline, Examination Ordinances and information about Tests / examinations, Freeships, scholarships, Medical Check -up, Welfare schemes, etc..
- A detailed Library Orientation Programme is carried out to inform and educate the First Year students about Library facilities and services.
- A workshop to inform students eligible for receiving Government Freeships is conducted every year.
- A power point presentation to inform students about the Autonomous syllabus and examination pattern is made by the Vice Principal and the Controller of Examinations at the



beginning of the academic year.

- Differently abled students and foreign students too are informed of the support services available to them through their class teachers and the administrative staff.

### 5.2 Efforts made by the institution for tracking the progression

- The Computer Science Department of the college has been extremely innovative and has devised a ‘**Result Analysis Software**’ that makes it possible to study the incremental academic growth of different categories of students. The graph generated by the software clearly indicates the learning curve of the student over a period of time.
  - Thus the performance of the student at entry level and at each successive semester examination can be compared – increasing, decreasing or constant.
  - Such monitoring of the student’s progress ensures timely rectification of learning / teaching / evaluation methods.
  - Teachers have used this information to gauge the strengths and weaknesses of the incumbents- paying special attention to their weak areas and encouraging their strengths.
  - The above practices have drastically reduced the number of drop outs, improved their performance and above all their self esteem.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
<b>2020</b>	157	-	-

(b) No. of students outside the state

**326**

(c) No. of international students

**03**

	No	%	
Men		<b>100</b>	Women

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
<b>1588</b>	<b>237</b>	<b>45</b>	<b>152</b>	<b>10</b>	<b>2032</b>	<b>1754</b>	<b>220</b>	<b>42</b>	<b>155</b>	<b>06</b>	<b>2177</b>

Demand ratio

Dropout %

### 5.4 Details of student support mechanism for coaching for competitive examinations (If any)

- Students are given coaching for appearing for MPSC and UPSC examinations. Resource Persons are invited to deliver lectures. Workshops are also arranged for the same. PG Seminars to help students to appear for NET/SET exams are also conducted.

No. of students beneficiaries

**125 approximately**

### 5.5 No. of students qualified in these examinations

NET	<input type="text"/>	SET/SLET	<input type="text"/>	GATE	<input type="text"/>	CAT	<input type="text"/>
IAS/IPS etc	<input type="text"/>	State PSC	<input type="text"/>	UPSC	<input type="text"/>	Others	<input type="text"/>

### 5.6 Details of student counselling and career guidance

The college follows a multi level mechanism for the process of Counselling/ mentoring and advising.

- **Academic counselling** is provided at every stage of the student's tenure in college. They are counselled by the Vice-Principals and members of the admission committee regarding the choice of subjects and streams at the time of admission. During the academic year subject teachers and class counsellors provide guidance and help in developing effective learning strategies, in the selection of projects for internal assignments as well as ways to improve their level of academic performance.
- For **personal counselling** every class has a class representative and a class mentor who address all areas of student concern. Faculty is sensitized through FDP's to identify and recognize behavioral issues beyond their area of intervention. Training programs for mentoring are also arranged with experts.
- Students with relationship problems, emotional problems, adjustment problems are referred to the **Counselling cell**, supervised by the Department of Psychology. The Cell has been actively involved in both intervention and preventive efforts to support and enhance coping skills in students.
- The college has signed an MOU with Rightpath Lifestyle Pvt. Ltd for Professional Intelligence, aptitude measurement and career guidance and runs a stress management program managed by the students themselves and an *arts based therapy* module on *dance movement therapy*. 'Right Path' also trains students in Career Counselling.
- The college follows an **open door policy** and the students also have a 'no restrictions access' to the Principal and Vice principal of the college.
- The students can also voice their concerns through the **suggestion box and the grievance redressal cell**.
- As a quality enhancement initiative, we have attempted to implement the **peer counseling module for stress management**. Students of psychology have been trained to conduct stress management workshops for the students in college. The project is in its nascent phase and will gradually advance to a complete peer counselling unit set up.

- A ten day soft skill workshop for the final year students, an annual activity of the college aids the students to enhance their employability and make the transition from the classroom to the corporate world
- A Placement Cell does a commendable job in placing our students in some of the prestigious corporate houses in the city.
- The students welfare board introduced the year long ‘Earn while Learn’ scheme and conducted a one day Personality Development workshop.

No. of students benefitted

Approx 250
------------

### 5.7 Details of campus placement

<i>On campus</i>		<i>Off Campus</i>	
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
17	231	80	89

### 5.8 Details of gender sensitization programmes

**Our Curriculum under Autonomy reflects Academic relevance, contemporaneity and global trends. Gender related issues are incorporated in the syllabus of most of the subjects, besides these lectures by eminent people, film screenings, seminars, classroom discussions, field visits, street plays and student participation in conferences and seminars sensitize our students towards gender.**

1	Department of Sociology organised a 3 month course on Gender and Development’ in Collaboration with Women’s Study Centre, Savitribai Phule Pune University.
2	Sociology department of St Mira’s college for girls organized a workshop on <b>sexuality</b> by <b>Tathapi</b> , NGO working in the health sector on 12 <sup>th</sup> January 2018. The workshop discussed various issues like body shaming, menstruation, unsafe sex etc. The workshop really got students exposed to various topics which are never spoken about

3	<p><b>The department of Sociology in collaboration with Lokayat</b> conducted a workshop on <b>Eve teasing</b> through films on 28<sup>th</sup> August 2017. The team from Lokayat mainly focused on issues of masculinities, boy's attitude and consequences of eve teasing. During the interactive session, the team challenged many myths operating in the society like girl's provocative dressing encourages sexual crimes related to women in our society. The workshop also included the screening of documentaries on eve teasing and the consequences for girls.</p>
4	<p>On 5<sup>th</sup> February a workshop on "<b>Gender and public spaces: safety mapping and beyond</b>" was conducted by Women's Studies Centre, SPPU. The workshop discussed the issue of safety of women and tried to critically map the different discourses around it. Through discussions around film clippings etc. it was argued that while safety is an important issue for women, often discourses of safety focus on maintaining sexual purity of women</p>

## 5.9 Students Activities

### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

### No. of students participated in cultural events

State/ University level  National level  International level

### 5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

## 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	82	2,14,027
Financial support from government	110	11,31,150
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

## 5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

- Number of additional credit courses to be increased - 15 credit courses has been run in 17-18.

## Criterion - VI

### **6. Governance, Leadership and Management**

#### 6.1 State the Vision and Mission of the institution

**Vision Statement:**

*“To grow into a Centre of Excellence providing Quality Education and empowering women to take their place in society”*

**Mission:**

*“ Empowerment of women through a triple training of the Head, the Hand, and the Heart”*

#### 6.2 Does the Institution has a management Information System

Yes, Our MIS accesses a range of information and resources to help deliver the content and administer the various workflows in operational activities such as Online Admissions, Attendance records of students, Attendance records of employees, Casual Leave Records, Online feedback, Online Examinations, Question paper generator, Scheduling –Timetables & Examinations, Results of Examinations, printing of marks cards and result analysis, Classroom mapping, Laboratory utility mapping and Work balance, Examination Payments Calculator & Examination Income- Expenditure Report Generator, Examination Supervision ‘turns calculator & turns selector .

#### 6.3 Quality improvement strategies adopted by the institution for each of the following:

##### 6.3.1 Curriculum Development

The curriculum has been designed so as to conform to the tenets of seamless and holistic education.

- Revamping curricula to maintain contemporariness, innovativeness, relevance, academic rigour and employability.

- Inclusion of of Societal issues like Gender Sensitivity, Human Rights, Dualistic Societies. Including aspects like Environment, Health, Safety and Conservation/Preservation/Welfare in Curriculum.
- Facilitating Multi- skill Development & Promoting Entrepreneurial Skills
- Academic auditing of syllabus by outside academia
- Consulting national, international faculty and industry experts while framing the syllabi
- Increase in student – industry interface
- Students are allowed the flexibility to choose one subject from an alternate stream
- Repetitions across all syllabi are avoided by arranging a reading session by members of the Academic Council
- A bouquet of credit courses ( of 1 or 2 credits) in 2017-18 for the (UG & PG) students were conducted by in-house and visiting faculty .

### 6.3.2 Teaching and Learning

- The quality of teaching-learning has been enhanced by an eclectic mix of strong theory building along with hands-on experience in the field. In most of the disciplines, training workshops, guest lectures, group discussions, role plays, quizzes, business plans and industry visits are used to facilitate the much needed link between industry and academia.
- Gap in the knowledge base of students is bridged by special, free coaching after class hours by the subject teachers; ‘The Buddy System’ by advanced learners is encouraged.
- Heterogeneous learning abilities of students is catered to; ‘Advanced learners’ are assigned additional learner-oriented, skill-building assignments and book bank facility.
- Though the lecture method remains the main vehicle of transacting the curriculum, a spate of alternative teaching methods to make learning effective and interesting have been adopted. They are as follows:
  - **Blended Learning:** This is achieved by a mixing of different learning environments. Technology and digital materials are being used by almost every teacher to supplement classroom teaching. ‘Wall Magazines’, Exhibitions , Mira Bazaar- to hone entrepreneurship skills, inter-college fests to polish organizational and management skills, Team building exercises for business entrepreneurship and management students, field visits are some of the ways of blending a variety of methods into the teaching learning space.



- **Interactive Learning:** The college library provides excellent internet facilities which enable them to share their known e- resources and books with the students .Science students are taught through Video Conferencing with experts abroad on Skype, demonstrations and simulations. Students are encouraged to ask questions, use the Language Laboratory and participate in interactive Quiz Competitions.
- **Collaborative Learning:**
  - Students are encouraged to work in groups for debates, role plays and group discussions; industry sponsored internships, field work and models. They are engaged in collaborative research projects to establish link between theory and application Students have worked in collecting qualitative and quantitative data eg: to study flawsomeness in selected brands, surveys for Navi Disha, research projects including all stages from formulation of proposal to writing a research report, secondary research based assignments.
- **Independent Learning:** Students are motivated to work on their own and prepare charts and make power point presentations on a given topic. The Online Study Material Repository and the electronic workbook developed by members of the Department of Computer Science promotes self study.
- **Creative Learning:**

Creative learning in groups is enabled by involving students in working on theme based posters and projects on current topics. Adapting and translating dramas for performances.and workshops on creativity to hone the creative skills of the students.

### 6.3.3 Examination and Evaluation

1. **Implementation of Ordinances and grading system and mark sheets as approved by SPPU.**
2. Implementation of Choice Based Credit System with Grading
3. Our system permits the students to offer **additional/value added courses** and acquire more than the required number of credits, depending upon the learner's aptitude. The grades of these are reflected in the final year result sheet.
4. Some **ICT enabled innovations** to facilitate the processes in the examination cell like the Question Paper Picker, Examination timetable scheduler, Flexi test paper generator, and Advanced online exam software have been incorporated
5. **Increased security** – The mark sheet (since June 2012) carries a hologram as a security feature. It has 10 features, including micro and laser readable features.

6. **Xerox copy of Answer-sheet** - A photo copy of the answer sheet is provided on receiving an application from the candidate for verification or reevaluation in a prescribed form and on payment of fees, as per SPPU Ordinance 184(A) since 2013.
7. **Redesign of Answer sheet** – Answer sheets have been redesigned to ensure accuracy when assessment is carried out by examiners as well as moderators.
8. **Some Processes introduced in the Examination Cell to ensure efficiency, accuracy, etc.**
  - Mark sheets are provided to subject teachers for internal assessment. Submission of the marks in a printout of the mark sheet ensures that there are no changes/alterations made to marks entry at any point of time.
  - To ensure transparency, internal mark sheets are countersigned by students to make them aware of their internal marks.
  - Examination forms are filled online.
  - A masking strip has been designed to carry out the masking of answer sheets of students.
  - Stationery has been designed for various functions in the examination process: (i) for paper setting (ii) for printing of Question Papers (iii) for evaluation of answer sheets.
9. **Continuous Internal Assessment** through online testing and flexi –tests
10. **Adherence to declared examination schedules** with respect to online form filling, conduct of examinations and declaration of results.
11. **Systematic Management** of the Pre-Examination, the Examination and the Post-Examination Processes as well as the Grievance Redressal Mechanism under Autonomy.

#### 6.3.4 Research and Development *Please refer to Point No. 3.1*

#### 6.3.5 Library, ICT and physical infrastructure / instrumentation

##### **Installation of Evaporative Cooling System in the Exam Cell.**

0 1) The college has adequate IT infrastructure and other learning resources, which are extensively used for academic and administrative purposes. Please refer to **Point No. 4.3** for details.

2) Information Technology is offered as an elective for students in the Arts / Commerce stream. Such students obviously acquire the required computer skills.

- 3) Besides this course all students are given hands on experience in computer skills as all such students have to compulsorily appear for an on–line test in each of the subjects taught. 100% computer literacy (at least basic computer skills) is thus ensured and assured among our college students.
- 4) Students are encouraged in the participative method of learning where they have to make presentations to the class on MS PowerPoint. They also have to spend hours on the internet searching material as an essential component of their studies for their projects and assignments.
- 5) The teachers too regularly use ICT-enabled teaching methods as part of their lesson plans.
- 6) Free computer courses are conducted to teach teachers about internet browsing and other computer fundamentals.

### **6.3.6 Human Resource Management**

- Participative decision making.
- Choice based duty allocation leading to job enrichment and effective performance. Hence ‘Right Person’ for the ‘Right Job’.
- Valuing employee contribution by announcements and felicitations during the Sanctuary period or the Annual Prize Distribution Day; publishing their achievements /contributions in the College Miscellany; allotting greater and more significant role in decision making; awarding monetary compensation for outstanding work.
- Regular in house training and development programmes are organized for the faculty and b staff members.
- Regular mentoring exercise is done by senior faculty and staff members for junior faculty and staff members.

### **6.3.7 Faculty and Staff recruitment**

- The requirement of teachers and staff are identified before the start of academic session
- Advertisement about vacancy is published in all leading newspapers; candidates are shortlisted and personal interviews are conducted
- The interview/ selection panel is constituted as per University norms.
- Decision of HOD and subject experts / university representatives is respected.
- Selection is based strictly on merit.

### **6.3.8 Industry Interaction / Collaboration**

- Regular industry-academia interface programmes are organized to bridge gaps in the industry requirements and to strengthen relations with industry.
- The Board of Studies for each subject has at least one member having an industrial/professional background. They provide a critique of and inputs for curriculum construction and delivery. This helps the College and faculty to stay abreast of the latest developments in Industry.
- Several courses include flexi tests (for internal assessment) which essentially involve Project Work that requires research beyond the Text Book. Very often these are in the form of business plans, research based studies, visits to various industries or corporate offices helping the students to evolve from theoretical understanding to its practical application.

### **Projects Undertaken with Institutes / Industries**

1. **The Centre for Women Entrepreneurship (CWE)** has set up an **Incubation Centre** in collaboration with **TISS, Mumbai**. An MoU will be signed in June 2018. The student members of CWE will be provided mentoring, funding and training on setting up business ventures with a social purpose.
2. **Nayi Disha Resource Centre** is an online information resource platform that supports families of persons with Intellectual and Developmental Disabilities (IDD). The students of Psychology Department in collaboration with Nayi Disha Resource Centre took an initiative in creating a directory of all the professionals who deal with special needs children. The students underwent training and volunteered to generate the lead data and conduct surveys for creating the directory in Pune city. The students also helped the organization in collating the data and verifying the authenticity of it.
3. **Intelligence Plus Pvt. Ltd** is an educational institute which offers internship programs and placement to graduates and undergraduates. 3 students of Psychology Department got selected for the internship program.
4. **Just Being Centre**, provides mindfulness based therapies. It offers internship programs and placement to graduates and undergraduates. 4 students of Psychology Department got selected for the internship out of which 1 student was offered full time job.
5. **TCS (Tata Consultancy Services)**-An MoU has been signed with TCS for an AIP (Academic Interface Program). The objective of the program is to make the students corporate ready while still studying in college. This objective is met by training the college faculty and students on various industry-related domains like Banking, Insurance, F&A etc.

**5. Microsoft Certification-** An MOU with ATS Infotech Pvt.Ltd./Knowledge Solutions India A Microsoft –AEP(Authorized Education Partner).The MOU is for three years from 2018 to 2021.They are offering International certification in courses like Advance Excel, Cyber security, IOT, Big Data, cross platform Mobile App Dev., cloud computing to our students..

### 6.3.9 Admission of Students

- The Admission process is systematic, streamlined, transparent computersied and strictly based on merit.
- Information regarding the admission process is published in the Annual prospectus and the College website.
- As the College is a Linguistic Minority (Sindhi) College, 50% seats are reserved for Sindhis.
- The College also aims at inclusivity by admitting students from diverse economic, social, cultural, regional and national background with a special sensitivity to the differently abled to its courses.
- Remaining seats are filled in accordance with Government and University of Pune Guidelines for General and Reserved categories.

**No Capitation fees (not even for Management Quota Seats) are ever taken for admissions.**

### 6.4 Welfare schemes for

Teaching	03
Non teaching	02
Students	13

- Teaching: Emergency medical facilities; free homeopathic dispensary, a Research Scholarship fund for unaided teachers.
- Non-teaching: Emergency medical facilities; free homeopathic dispensary
- Students: Emergency medical facilities; free homeopathic dispensary; fee concessions; on campus counseling; remedial course in English, free hostel accommodation, free notebook, foot-ware free breakfast coupons for sports students; book bank facility; free computer facilities, ,need based Scholarship for Sports Students

6.5 Total corpus fund generated

145,00,000

6.6 Whether annual financial audit has been done

Yes

No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Author
Academic	Yes	Academic Audit done from eminent entrepreneurs, corporate luminaries and academicians from renowned universities like IIT Mumbai, Jawaharlal Nehru University, Delhi University, Jadhavpur University, University of Mumbai, Hyderabad Central University.	Yes	1) Academic Council 2) Internal Quality Assurance Cell 3) Subject Board of Studies 4) Students
Administrative	Yes	1)University Grants Commission (New Delhi) 2) University Grants Commission WRO, Pune 3)Savitribai Phule Pune University, Pune	Yes	Sadhu Vaswani Mission, Pune

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes

Yes

No

For PG Programmes

Yes

No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

(Please refer to Point No. 6.3.3)

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

**St. Mira's College was the first Arts and Commerce College in the entire State of Maharashtra to be granted Autonomy by UGC and the University of Pune from 2007. The College was granted an extension of the Autonomous Status – valid from June 2013 to April 2019.**

### **6.11 Activities and support from the Alumni Association**

Our outstanding alumni are already a part of our subject Board of Studies. Now the alumni are contributing to the overall growth and well being of the college as well by:

- Sponsoring freeships for our economically under- privileged students, visit us as guest faculty, institute awards, freeships/scholarships/ concessions on need cum merit basis
- Conducting career guidance lectures, stress management workshops, Entrepreneurship Awareness Programs for our students
- Helping with mobilising funds for our inter- college fests and conferences
- Provide internship support
- Providing basic dental treatment for the students.

### **6.12 Activities and support from the Parent – Teacher Association**

- They have instituted freeships and awards for students excelling in Academics, Sports and Co-curricular Activities
- The feedback from the parents of the students studying in the College is analysed for improvement in the functioning of the College.

### **6.13 Development programmes for support staff**

Faculty Development Programmes for strengthening the technical skill of the support staff was organised. A special module for de-stressing and enhancing the moral values of the administrative staff and support staff was conducted.

### **6.14 Initiatives taken by the institution to make the campus eco-friendly**

The Green Club is a voluntary initiative of the College comprising faculty and students of all streams. It seeks to sensitize the students about the **3Rs -'Reduce, Re-use and Re-cycle'**using **advocacy and engagement**.

The following activities were conducted during 2017-18:

1. Making of an eco -friendly Ganesh idol and immersing it in a tub of water in the college premises itself which was later used for plantation.
2. Mr. Minocher Patel, Motivational Speaker, delivered a lecture on “Positive Thinking and Cleanliness in Pune City”. The lecture focussed on positive thinking, self-development, emotional independence and ways to contribute to cleanliness of the city.

3. An In-house Workshop on Newspaper Bag-making was organised for staff and students. More than 80 bags were made which were used for sale of manure harvested on campus.
4. Student members organised exhibition cum sale of Greeting Cards and decorative Candles made out of old cards and used wax candles.
5. Department of BBA and the Green Club supervise an on-campus project of garden waste composting undertaken by College. About 800 kgs of manure was harvested during the academic year and is available for sale to staff and students at a nominal price.
6. To mobilise resources for College Garden maintenance Green Club organised a Jumble Sale of pre-owned apparel and custom jewellery, recycled greeting cards and candles, and vermi-compost manure.
7. The Green Club collaborated with 95Big FM and a Mumbai based NGO 'Upasana' for the campaign 'KAHO NA PAD HAI' where Faculty and students supported the cause by donating 245 packets of sanitary napkins.
8. College has undertaken 'water harvesting'.

## **Criterion - VII**



## **7. Innovations and Best Practices**

**7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.**

**Innovations:**

**1. Effective and Enhanced Use of ICT in the Academic and Administrative Functioning of the College:**

**The Context:**

ICT has emerged as a powerful tool for diffusion of knowledge and information. The profound implications that Information Communication Technology (ICT) has for the whole education process- especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality has been recognized and its use in higher education is being encouraged in a big way today.

**Objectives:**

In our attempt to support and improve the learning of students and to develop learning environments, we have used ICT for developing course material; delivering and sharing content; increasing communication between learners, teachers and the outside world; academic research; administrative support, student enrolment and facilitate the transaction of our routine jobs under an Autonomous set up.

**The Practice:**

While incorporating ICT in our academic and administrative processes we have not only utilised many of its obvious benefits but have also tried to overcome some of the challenges that use of ICT in education brings in.

First is the high cost of acquiring, installing, operating, maintaining and replacing ICTs. We have been able to manage these costs largely because we have been supported by the UGC (for our aided section) and by our Management for purchasing the hardware for our laboratories.

More importantly, most of the **software** that we have acquired has been **indigenously devised by a team of highly dedicated and proactive teachers from the computer science department**. As a result we have been able to create software that

- i) involves both faculty and students,

- ii) has customized content appropriate to our specific academic and administrative needs
- iii) has high content quality.

**D) For Teaching, Learning and Evaluation, we have**

**1) Online Study Material Repository**

**Objectives:**

- a) To prepare a repository of study material such as power points, diagrams, charts, etc. prepared by teachers for independent use by students.
- b) To maintain an inventory of the various electronic and digital equipment along with videos demonstrating the working and maintenance of these resources.
- c) To ensure the correct utilization of expensive laboratory devices and thus save cost of repairing and replacing due to manhandling.

**Benefits:**

The repository (in the college electronic and computer laboratories) has ensured a **customized version** of real resources useful to the students, increased accessibility to relevant knowledge and has proved to be a time saver for the students.

**2) Online Interactive Workbook**

**Objectives:** To promote systematic self study amongst students

**Benefits:**

The workbook is especially suitable for subjects in which answers are in sequential order (for e.g Mathematics, Accounts, Grammar). The student is able to monitor her own performance, detect her weak areas and can access her scores immediately. The software is so customized that it provides clues and aids for solving the problems before giving the solutions.

**3) Automated Examination Timetable Scheduler**

**Objectives:** To generate the examination timetable for every class and every examination by successfully catering to the large number of variables involved in examination timetable preparation.

**Benefits:**

- a) Has successfully and effectively done away with the extremely laborious, time consuming and error prone task of preparing the examination timetable;
- b) Has simplified an activity which could be handled only by an extremely responsible person requiring a large amount of training, vigil and care.

**4) Question Paper Picker**

**Objectives:**

- **To eliminate every possible chance of question paper leakage**  
The question paper picker is linked to the **exam timetable scheduler**.

- To do away with bulky and space consuming units for storing question papers.
- To drastically reduce ineffective and error prone administrative work.

**Benefits:**

- Drastic **reduction** in administrative work of **packing and safe storing** of question papers.
- As the question paper selector is now the computer, the innovation has strengthened the **confidentiality** required in the selection of a question paper set and has done away with the menace of **question paper leakage** that looms large during every exam conducted in our country.
- It has **totally eliminated chances of human errors** in selection of question paper set to be administered.
- Helps in assessment of the number of papers remaining in ‘activated’ mode and arrange for refilling of these folders.

**5) Advanced Online Examination**

**Objectives:**

- To add a new dimension to internal testing under the autonomous system
- To enable teachers to test all aspects of a student’s expertise in a particular subject
- To go beyond theoretical knowledge evaluation techniques by including the interpretation of Pictures, Videos, Graphs, Mathematical symbols, audio clips, news downloaded with the help of the TV tuner card, etc.
- To eliminate malpractices during examinations by administering multiple sets of question papers to a single class.
- To store a large number of and a variety of questions
- To be able to make learning and examinations more exciting and interesting for the students
- To deliver immediate performance scores to students

**Benefits:**

Same as objectives. Objectives achieved.

**6) Learning and Testing in audio format for visually impaired students**

**Objectives:**

- To enhance academic learning and accurate evaluation for the visually impaired students of the college using computer technology.
- To acquire a database of study & reference material for independent use by the visually impaired.
- To record the lectures delivered by the teachers and store text books and reference material in audio format.
- To enable the visually challenged to be placed in good companies.
- Benefits:

- The visually challenged are able to prepare their independent notes by listening to the recorded lecture notes and reference material
- Enhances the self confidence and self reliance of the users and makes them feel on par with the other students
- Does away with the tedium of employing unsuitable ‘writers’

## 7) **Result Analysis Software**

### **Objectives:**

- To measure individual Student Progression
- To keep track of the academic progress of an academic entire department
- To keep track of the academic progress of the college as a whole

### **Benefits:**

- Individual Student progression is recorded for timely rectification of learning / teaching / evaluation methods.
- Similarly, the progress or regress –of an entire department or the college as a whole can be traced and corrective measures can be implemented if required.

## 8) **Examination Administration –**

- ‘Examination Payments Calculator’ & ‘Examination Income- Expenditure Report Generator’

**Benefits:** Reduce the time of manual processing, reduce the errors caused by multiple manual accounting and produce up to date reports.

- **Online choice based Supervision turns selector and calculator system.**

Benefits :To help teachers to plan and book their supervision turns at examinations and maintain complete information of supervision records for future reference which can be further used for accounting purpose. It has resulted in better time management and reduced administrative work.

## II) **For Enhancing Administrative Efficiency:**

### 1) **Automated Feedback Mechanism**

#### **Objectives:**

- To track every minute detail regarding the academic and the administrative systems employed by the institution and use these for necessary corrective measures.
- To improve the precision and objectivity of the ‘feedback- taking mechanism’
- To make the process totally paper free and hence cost effective

- To usefully employ the digital (technological / computer) resources already available in the premises

**Benefits:**

- Highly confidential and standardized. Students now register their feedback in the form of online ratings. These ratings are interpreted by the computer according to a standardized system and made available through electronic mode for appreciation or improvement, as the case may be.
- Has overcome the inadequacy of coming to misleading conclusions based on a small sampling, as feedback from each and every student is taken
- Eliminated the drawbacks of a manually conducted system- large consumption of paper, time and man power
- Extremely user friendly, Easy to store and preserve data for future use
- Ability to generate a holistic status of various academic and administrative parameters as well as give an assessment of any single unit / faculty.

**2) Software for Classroom Mapping**

**Objectives:**

- To check the availability of classrooms, laboratories, computer labs, and common space units such as the Auditorium, Sanctuary Hall and the Audio Visual Room for optimum space utilisation
- To provide the administrator with full & easy access to the above details and monitor /approve / reject the reservation.
- To enable the teacher to log in and check approved / confirmed status for **Auditorium and A.V rooms.**

**Benefits:**

- This is a highly efficient and versatile software that provides a lot of information to the user at a click of the mouse. It displays the entire layout of the college meant for academic, cultural, co curricular & extracurricular activities.
- It also provides information of events booked. All space units in the college bear a reserved or vacant mark on each slab for all the days of the year, month wise. The software has provision for selecting an appropriate space unit and reserves it for the required time slot.
- It has a supplement requirement format in which faculty could book equipments needed for the event such as microphones, computers, LCD, furniture, etc.
- Helps in judicious and optimum utilisation of infrastructure resources.

**3) Choice Based Duty Selection**

**Objectives:**

To allow teachers the freedom to choose their non academic duties according to their hobbies and areas of interest and to give them ample scope to exhibit their talents and use it for the benefit of the student community.

**Benefits:**

- Teachers do not find themselves burdened with non academic duties that they are not good at or not interested in.
- A teacher is given the option to either assume a leading role, a supporting role or a minor role in discharging the duties enlisted
- Every role has been assigned a certain weightage depending upon the quantum of work the task requires
- The teacher chooses duties out of the wide range of duties enlisted and ensures that she has at least 50 points to her credit.

**7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year**

Please refer to Point No. 2.15

**7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)**

**Best Practice 1:**

**Title: Institutionalising 'Value Education' as a Credit Based Course.**

While we do not compromise on our excellence in academics and extracurricular activities, our USP continues to be the promotion of ideals and values. For nearly fifty years, our Sanctuary Period, has been our pride. Under Autonomy it has now been **institutionalised as our credit based course on value education.**

**Objectives:**

- i) To emphasise on character building education in the midst of all our academic pursuits
- ii) To foster the ideals of simplicity, service and prayer which remain at the root of all our developmental activities.
- iii) To train the students not only to sharpen their intellect, but also sensitize their hearts through social and community service
- iv) To help fructify our character building endeavours we have institutionalised a well-structured Value Education course which is compulsory for all our students.

**The Context:**

The need to incorporate value education as an intrinsic part of higher education has been the concern of educationists since the Education Commission (better known as the Kothari Commission) in 1964-66 proclaimed that 'while a combination of ignorance with goodness may be futile, that of knowledge with the lack of essential values may be dangerous'. The Delors Commission (UNESCO-1996) Report on Education for Twenty First Century, clearly states that 'education goes beyond generating knowledge and applying it. Its objective has to be all round human development'. The Commission has rightly suggested, "in the situation that is developing, it is equally important for us to give a proper values-orientation to our educational system". The World Conference on higher education (held in Paris in October 1998), firmly affirmed that their main mission now-a-days is to educate responsible citizens.

St. Mira's College, was founded by legendary visionary Sadhu T.L.Vaswani in 1962 as one of the pioneering colleges set up exclusively for girls in this part of the country. 'Education', as Sadhu Vaswani perceived it, 'is a process of drawing out the inherent potential of man... transforming you from a mere being into a human being'. Hence in creating St. Mira's he created an academic institution with a difference. He envisioned an institution that advocates a holistic concept of education, Swami Vivekananda's concept of man-making education. With his intuitive foresight he believed deeply in woman-power and the woman-spirit, long before feminism was even thought of. Reflecting the ideals that our visionary founder had envisioned for St. Mira's the College mission statement unfolds as:

**'Empowerment of women students through an integrated education of the head, the hand  
And the heart shaped by character and competence building.'**

**The Practice:**

Among the unique features of the College, the College Sanctuary takes pride of place. Our daily curriculum begins with the Sanctuary where the students are taught that life is larger than livelihood and the end of knowledge is service. The 30 minute sanctuary period, serves as a focal point in imparting holistic education. We use this daily period to inculcate moral and ethical values, to build character and competence, impart reverence for all forms of life, to build sensitivity to social and national issues and to develop in the students life coping skills.

Through the forum of the sanctuary, students of all disciplines are given basic awareness of their constitutional rights, privileges as well as their civic duties and responsibilities as citizens of a democratic, secular republic. This time is devoted to prayer, reflection and sharing of thoughts on

the ART OF LIVING. Indian ideals and the eternal values of life are sought to be inculcated in the students, through this unique feature of the college. Every day there is a talk that has either an inspirational message regarding values or relates to the students in terms of career, development and growth, relationships, attitude to life, commitment and goals.

Not only is the sanctuary a crucial part of an aim to impart value based education, it also fosters a strong sense of belonging among teachers and students. It serves as an assembly which promotes cultural and religious harmony and strives to instill in the students love for ideals of Honesty, Integrity, Ethics, Compassion for animals, Reverence for all life, Respect for elders, Care for environment, etc. An attempt is made to make a study of the lives of heroes of humanity and saints of all religions. Interfaith prayers are conducted. Important festivals and sacred days of all religions are observed.

At the end of the year, the students appear for a 100 marks paper on the values imparted to them. These marks are reflected in their mark sheet.

#### **Evidence of Success:**

Our unique concept of imparting values through a daily session carved out for the purpose has been deeply appreciated by all our visitors. It has indeed impacted many students and it is in their sharing of experiences even long after they have left college, that we comprehend the success of our method.

#### **Problems encountered and resources required:**

Present day curriculum is full of content of techno informative data consisting of facts, figures, theories and laws etc. The education of today has sharpened the intellect but neglected the heart. One of the challenges of the College is to make value education effective and interesting to the modern youth. Till date, have not encountered any problems regarding either monetary resources or human resources so far. The college has constructed a Sanctuary Hall where students along with the staff assemble every morning for this special session. The Sanctuary Hall is equipped with an efficient sound system, an LCD / overhead projector and a screen. The students and teachers actively and whole heartedly participate in all the activities that take place in the Sanctuary.

#### **Best Practice 2:**

##### **Title: Innovative Curriculum Design**

As an Autonomous College, emphasis has been on designing and developing an **innovative curriculum** that will help women become independent thinkers and decision-makers. Our



curriculum is student centric – meeting the aspirational needs of both slow and advanced learners and reflects academic relevance, contemporaneity, global trends and gender related issues. The highlights of the curriculum are that it facilitates **project-based and experiential learning**.

**Objectives:**

- a) To offer value additions to the students in terms of content, methods and materials.
- b) To devise a syllabus which is **academically and intellectually stimulating**
- c) To include such components in the syllabus that are geared to **generate employment**.

**The Context:**

Over the years, we have understood and appreciated the importance of curriculum as the essential ingredient of all our teaching, learning and evaluation endeavours. Almost all subjects in the Science, Commerce and Arts Streams have made the ‘experiential learning component’ a compulsory part of their course.

Trying to select projects that will interest students, involve their whole hearted participation and those that will be affordable to the class as a whole is a challenge that teachers have to face while introducing them as part of their syllabus.

**The Practice: Research Beyond The Textbook**

In order to ensure that students evolve from a theoretical understanding to a practical application of theory every course involves project work that requires research beyond the textbook.

One of the major thrust areas of the **Psychology department** is on the applied aspect of psychology. The department has concentrated on developing a scientific rigor in the students and helping them make the connect from text books to real life.

Students of **Special Psychology**, do an actual **Research Project** as part of their Research Methodology paper. They work on research projects right from the stage of conceptualizing the problem area to statistical analysis and interpretation of their findings. The research areas range from understanding Self esteem in adolescents ,emotional intelligence and its correlates, organizational psychology, exploring ideas of intimacy amongst couples, to exploring emotional coping patterns in the youth. The students are partnering with the interns of the Zensar CSR program in the field research in the community to conduct a joint research project on SALT methodology for community transformation.

The paper on ‘**Abnormal Psychology**’ has books by foreign authors that use examples typical to western contexts. In order to connect these texts to real life situations, the students are taken for

field visits to local centres of mental health and models applicable to local contexts are used. Regular field visits to Agencies working in mental health such as Mukhtangan de-addiction centre, Yerwada Mental Hospital, Kamayani Institute for the intellectually challenged, Schizophrenia Awareness Association, NAB Home for the Aging blind, Prasanna Autism Centre, Chaitanya Home for the Mentally ill, Connecting- Centre for prevention of youth suicide and Centre for Advocacy in Mental health are regularly conducted for the students.

The College has also continued with its **peer counseling program**. Based on the idea that most people prefer to seek out their peers for help when experiencing challenges, frustrations, concerns and general problems, Peer counseling trains and equips students with skills to enable them to help their peers.

As a first step in the development of the, Students were given exhaustive training in the conduction of **stress management program**. The skills taught were problem solving skills, decision making skills, group cohesiveness, empathy building skills, conduction of relaxation and pranayam.

**Collaboration with Centre for Mental Health Services- School Counseling Remediation (CMHS-SCR) in collaboration with Teach for India**, provides training and internship programs to graduate and undergraduate students to train them in the field of school counselling and remediation. 12 of SYBA and 4 of TYBA students are placed in one of the low income schools identified by Teach for India where they counsel and mentor the students about various emotional and behavioural issues. Collaboration with **Zensar CSR**- Corporate Social Responsibility Department of Zensar Technologies aims at running transformational programs like community mobilization and development. It aims at developing resilience and motivation within communities so that they can be empowered for change. The initial phase of the internship consisted of visiting families in the community and interacting with them with the help of SALT Technique (an acronym for Support / Appreciate / Listen / Team) which has been the key strategy for community relationship building. 20 students from Psychology and Sociology department participated in the outreach.

### **Students Enrichment**

As a part of student's enrichment we provide various internship opportunities to our students. The students' are currently interning at Intelligence Plus Pvt. Ltd. and Just Being Centre. The founders of the organization are extremely happy with the sincerity, dedication and the knowledge base of the students.

**Business Entrepreneurship**, being a subject that talks about facing challenges, starting enterprises and being innovative we decided to add an extra dimension to the teaching of the subject by establishing an **Entrepreneurial Development Cell**. The focus is on making students entrepreneurial. The activities of the Cell include conducting workshops and industrial visits, carrying out feasibility studies, Making Business Plans, Idea generation, Achievement Motivation Training - The activities of the EDC culminate in the form of an inter – college event, **MIRA BAZAR**, organised on a grand scale, where students of other colleges too get an opportunity to showcase their entrepreneurial skills. This annual Mega Event draws a number of institutes and a good number of women entrepreneurs participate.

A Core Committee of students plans all the important issues related to the Mira Bazaar like sending out invitations, working out stall space, procuring sponsorships, getting media partners, accounting, assigning stall numbers, issue of entry passes, account of footfalls, etc.

**Centre for women entrepreneurship** is an initiative taken by the Departments of Business Studies and BBA.CWE aims to create an environment that promotes and stimulates the spirit of entrepreneurship among the students of the College. The Centre seeks to achieve the spirit of entrepreneurship through educational programs, events, activities and research.

#### **Evidence of Success:**

One of the major benefits of the training and counseling experience under the **peer counseling program** is evidenced in the increased self-confidence and self-efficacy of the students participating in it. The peer counselor too gains in feelings of self-worth for she has the opportunity to share a valuable and worthwhile experience. This in turn can motivate the counselor to reach out to others and to perfect her skills. For many peer counselors this position can be a vehicle for career development.

The **joint project with Centre for Mental Health Services and Zensar CSR- Corporate Social Responsibility Department** enables the sharing of knowledge which in turn enhances the research for both the groups in the context of depth and rigor of methodology, outcomes and findings.

That an Intra college activity has grown into a programme that offers a platform for women entrepreneurs of the city is itself an indication of its success. The success of the EDC cell led to the establishment of Centre for Women Entrepreneurship.

Analysis of success and failure is done in the class at the end of every ‘Mira Bazaar’. **At the Mira Bazaar**, generally, the adult entrepreneurs show a turnover between Rs.75,000 to Rs. 85,000; while the students’ turnover ranges between Rs. 25,000 and Rs.50,000. It has been found that less than 1% suffers a loss. That is because during the course of the ‘Mira Bazaar’, students are seen to

conduct market surveys and accordingly improvise and diversify on the spot. This encourages a spirit of healthy competition and team spirit in them.

**Problems encountered and resources required:**

No problems are encountered by the Psychology Department for conducting ‘field visits’ or industrial visits. Students invest both time and money for these trips and research studies. However, the ‘career counseling programme’ open only to those students who can pay an amount of Rs. 2000/- acts as a limiting factor to those who would like to take up the course but cannot afford it.

The ‘Mira Bazaar’ has encountered some problems. Lack of financial support from outside agencies does not allow the EDC to conduct it on a larger scale - Space crunch, is another limiting factor. Adequate security arrangements have to be made for storing wares and for warding off undesirable gate crashers.

7.4 Contribution to environmental awareness / protection

**(Please refer to Point No. 6.14)**

7.5 Whether environmental audit was conducted?      Yes ✓      No

7.6 Any other relevant information the institution wishes to add. (For example SWOT Analysis)

**Strengths**

1. Situated in Pune, The Oxford of the East, in a prime location in the city, easily accessible by road and rail, within a 7 km distance from the airport, post office, hospital, and bank and railway station within 2kms.
2. The only Arts, Commerce, Science College for Girls, in Pune.
3. The First Arts Commerce Science College in the State to take the Fast Track to Autonomy
4. Have Undergone 3 cycles of NAAC with grades B++, A and A
5. Consistently high India Today Ratings
6. College with CPE Status in 2 cycles
7. Own institutional building on an area of 2 acres
8. Well developed labs having latest facilities (State of Art) to match the present requirement
9. Highly qualified and experienced permanent teaching staff, many of them PhDs.
10. Equal percentage of newly recruited teaching staff having experience of latest technological advancements in the related field
11. Progressive interaction with experts from industry

12. Progressing towards complete digitalization of documentation
13. Smart Classrooms and classrooms with overhead projectors
14. Our Ideals, Values and Philosophy of Education, our Ethical Practices and our complete and absolute commitment to our chosen goal of Women's Empowerment; Our strong and committed system of value-based education and social service activities seamlessly woven into the academic calendar.
15. Our Healthy Practices in Leadership and Governance which promote a democratic, participatory and distributive Management, ensuring the cohesive functioning of a supportive Management, committed Faculty – ensuring the empowerment and the professional growth of the Faculty and an open-door policy that nips grievances and problems in the bud thus promoting students' welfare.
16. Inclusive practices that promote equity and access to opportunities for all our students.
17. Total student centricity in our teaching-learning evaluation practices and our innovative reforms in curricular design and implementation.
18. Excellence in Sports that re-emphasizes our commitment to the overall development of our students.
19. Differential credit rating under autonomy which has enabled us to offer additional credits to outstanding performers in sports .

#### **Weaknesses**

1. The Maharashtra pattern of combining Degree Colleges with Junior Colleges: this has led to saturation of space in our current location. The phenomenal growth and expansion of our academic programmes has left us with no room for further expansion. The demands of the University have left us with the burden of maintaining our infrastructure without supporting non-salary grants.
2. The constraints of affiliation from the University that prevent us from offering additional P.G. Courses. (Reason: another College in the vicinity is offering the same courses.)
3. The sincerity and commitment of the Faculty which has brought the disadvantage of multi-tasking and taking on civic responsibilities side by side with academic college level duties leaving them hard pressed for their academic and research endeavors. (In the last two years, our teachers have done Election Duty, two/three separate stints of census work, and conducted the massive MH CET exam in the college campus.)
4. The non-receipt of non-salary grants from the State Government since 1996, which has imposed a strain on our resources – a burden that we have not passed on to our students.

5. The stipulated class strength in Maharashtra, which is often 120+ in many classes – this far exceeds the limits prescribed by many States and Universities. This puts an additional burden on our infrastructure and Faculty.

### **Opportunities**

1. Being a Lead College for Autonomy in the State, with the responsibilities and duties of a path breaker – an institution that has chosen to take the road less travelled with all that this entails.
2. Being invited to offer consultancy in our core competency areas like Value Based Education and Innovative Practices and academic autonomy.
3. Devising more and more innovative programmes, and interdisciplinary courses in full exercise of our academic freedom under autonomy
4. Enhancing the quality, content and value of our academic inputs to offer value to the students, at NO ADDED COST to the students and no strain on their time, money and effort, making add-on courses outside the campus irrelevant and unnecessary.
5. Differential credit rating under autonomy which will enable us to promote student strengths and proficiency in sports and other activities.

### **Challenges**

1. Swimming against the anti-autonomy wave created by vested interests in an environment where there is a general lack of awareness about Autonomy.
2. Sustaining the tremendous morale and the motivation of our Faculty members in the face of dual responsibilities and conflicting roles often thrust on them by the University, the Government and the Election Commission.
3. Adding value/ making innovations in teaching-learning-evaluation without additional grants from the state and without imposing enhanced fees on the students
4. Recruiting and retaining quality teachers in the unaided sections
5. The declining relevance of conventional BA /BCom courses among the students in the face of the growing popularity of professional/vocational courses.
6. Constraints from the largely affiliating practices of the University that severely limit the subject choices we can offer.

## **8. Plans of institution for next year**

1. Introduce Post Graduate Programme in Commerce (Accountancy)
2. Introduce Post Graduate Programme in Computer Science
3. Introduce diploma and certificate courses
4. Increase and strengthen the institutional social responsibility programs
5. Introduce more variety in the choice of Additional Credit Courses to increase employability
6. Strengthen the 'Centre for Women Entrepreneurship' by setting up for the Incubation centre in collaboration with TISS, Mumbai,
7. Register the Alumni Association
8. Work towards our vision of growing into a Centre of Excellence'

*Name: Dr. Jaya Rajagopalan*

*Name: Dr.G.H.Gidwani*

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*Signature of the Coordinator, IQAC*

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*Signature of the Chairperson, IQAC*

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