

**ANNUAL QUALITY ASSURANCE REPORT**

**(2015-2016)**

**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**

**2015-2016**

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

**Sadhu Vaswani Mission's,  
ST. MIRA'S COLLEGE FOR GIRLS,  
Pune, Maharashtra**

1.2 Address Line 1

**6, Koregaon Road**

Address Line 2

**Near Hotel Taj Blue Diamond**

City/Town

**Pune**

State

**Maharashtra**

Pin Code

**411001**

Institution e-mail address

**mira\_college@yahoo.co.in**

Contact Nos.

**020- 26124846; 020- 26133016**

Name of the Head of the Institution:

**Dr. Gulshan H.Gidwani,  
Principal**

Tel. No. with STD Code:

**020- 26124846; 020-26133016**

Mobile:

**09049003758**

Name of the IQAC Co-ordinator:

Mrs. Madhuchhanda Banerjee

Mobile:

09637315427

IQAC e-mail address:

miraiqac@gmail.com

1.3. NAAC Track ID (For ex. MHCOGN 18879) : Not Allotted

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

Web-link of the AQAR:

<http://www.stmirascollegepune.edu.in/AQAR201516.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                  | 20 <sup>th</sup> April 2017 |
| 3       | 3 <sup>rd</sup> Cycle | --    | --   | --                    | --                          |
| 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)

2015-2016

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**

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 Colleges*)

**Savitribai Phule Pune University,  
Pune**

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

|  |  |                              |                                     |
|--|--|------------------------------|-------------------------------------|
| Autonomy by State/Central Govt. / University | <b>Central Govt.(UGC);<br/>Savitribai Phule Pune<br/>University.</b> |                              |                                     |
| University with Potential for Excellence     | <input type="checkbox"/>   | UGC-CPE                      | <input checked="" type="checkbox"/> |
| DST Star Scheme                              | <input type="checkbox"/>   | UGC-CE                       | <input type="checkbox"/>            |
| UGC-Special Assistance Programme             | <input type="checkbox"/>   | DST-FIST                     | <input type="checkbox"/>            |
| UGC-Innovative PG programmes                 | <input type="checkbox"/>   | Any other ( <i>Specify</i> ) | <input type="checkbox"/>            |
| UGC-COP Programmes                           | <input type="checkbox"/>   |                              |                                     |

**2. IOAC Composition and Activities**

|   |            |
|---|------------|
| 2.1 No. of Teachers   | <b>13</b>  |
| 2.2 No. of Administrative/Technical staff                         | <b>01</b>  |
| 2.3 No. of students   | <b>01</b>  |
| 2.4 No. of Management representatives                             | <b>01</b>  |
| 2.5 No. of Alumni   | <b>Nil</b> |
| 2.6 No. of any other stakeholder and<br>community representatives | <b>Nil</b> |
| 2.7 No. of Employers/ Industrialists                              | <b>Nil</b> |
| 2.8 No. of other External Experts                                 | <b>01</b>  |
| 2.9 Total No. of members  | <b>17</b>  |
| 2.10 No. of IQAC meetings held                                    | <b>12</b>  |

2.11 No. of meetings with various stakeholders: No.  Faculty   
Non-Teaching Staff/ Students    Alumni  Others

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

2.13 Seminars and Conferences (only quality related)

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

Total Nos International - 1 National - State - Institution Level -

(ii) Themes :

- We organized our First International Seminar entitled “**Understanding Sindhi Cinema**”. It was jointly organized with the National Council for promotion of Sindhi Language (NCPSL), New Delhi. Erudite speakers spoke about the revival of sindhi cinema, the contribution of sindhi cinema to Indian cinema and the potential of sindhi cinema. A documentary on Sindhi Sufism and Sindhi Folk fore was screened.

2.14 Significant Activities and contributions made by IQAC

- Reviewing and analysing academic programmes
- Ensuring the quality of the administrative units of the College
- Working with the University and UGC for sending their Committees to review Academic Autonomy and grant Extension of Autonomy to the College
- Revisiting the marking scheme decided upon for self-appraisal (API) and promotion through Career Advancement Schemes of UGC; Guiding teachers for the same
- Monitoring resource mobilisation- UGC XII Plan (Development Grants and Merged Scheme Grants); University Quality Improvement Programmes; UGC - College with Potential for Excellence Grant; Autonomy Grant.
- Providing consultancy to institutions desirous of acquiring the Autonomous Status.
- Conducting skill development activities for students
- Adopting Quality Enhancement Strategies for increasing Institutional Social Responsibility
- Implementing some important Examination Reforms
- Briefing Committees for preparing for NAAC – Phase III

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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   | Achievements   |
|--|--|
| 1) Reviewing and analysing academic programmes   | <ul style="list-style-type: none"><li>• All the feedback from the students was assessed and analysed by every HOD and a meeting was arranged to appreciate or improve (as the case may be) the performance of the teacher.</li><li>• The analysis for the Feed Back for the year 2015-2016 showed an overall high satisfaction with the course content of every subject. Some teachers were found deficient in punctuality and some had low accessibility. Suggestions and recommendations were given to the concerned teachers at the interaction meeting.</li></ul>  |
| 2) Ensuring the quality of the administrative units of the College   | <ul style="list-style-type: none"><li>• Automation/Computerisation of routine administrative jobs has been done to remove the delay drudgery associated with these jobs.</li><li>• The Administrative blocks are under CCTV monitoring which has helped in the optimal use of time and resources.</li><li>• Administrative tasks are student centric.</li><li>• Students' satisfaction surveys have components related to administrative and library functions.</li><li>• Job profiles have been spelt out, effective division of responsibility done and record of entry of work done per hour by each member is maintained.</li><li>• A new software for admissions was implemented on a trial basis in some departments</li></ul> |
| 3) Working with the University and UGC for follow up of grants and for approvals of the teachers   | <ul style="list-style-type: none"><li>• The College undertook the follow-up with the UGC for receiving of CPE Grants.</li><li>• The College worked with the BCUD for getting the approvals of the newly appointed staff.</li></ul>   |
| 4) Revisiting the marking scheme decided upon for self-appraisal (API scores) and promotion through Career Advancement Schemes of UGC; Guiding teachers for the same | <ul style="list-style-type: none"><li>• IQAC had 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.</li></ul>   |

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|  |  |
|--|--|
| <p>5) Programmes; UGC - College with Potential for Excellence; Autonomy Grant.</p>     | <ul style="list-style-type: none"><li>• Utilisations of UGC XII Plan and Autonomy Grant were prepared and submitted to the UGC (WRO) .</li><li>• The UGC Grants were received for CPE and expenses were planned and initiated, after keeping requisite amounts in F.Ds for duration that are in sync with Utilizations.</li></ul>  |
| <p>6) Conducting skill development activities for students</p>                         | <ul style="list-style-type: none"><li>• 6 Intra College skill development activities were organised to showcase the talent of the students.</li><li>• The week long Mira Talent Ablaze with a gamut of competitions was arranged for the students of the College.</li><li>• The Inter College Debate was organised by the department of English</li><li>• Exodus 2015 -2016 A 3 day Inter Collegiate Fest was organised by the Third Year BBA/BCA students.</li><li>• The BSC Computer Science students conducted 'Teklogica' - an Inter Collegiate event.</li><li>• Spectrum – Inter Collegiate Fest was organized by the Business Practices department</li></ul>   |
| <p>7) Introducing Quality enhancement strategies for teaching learning activities.</p> | <ul style="list-style-type: none"><li>• The Film club screened films with a social message. Several other teachers screened films to compliment and make interesting the texts taught in the class. Use of audio-visual aids, power point presentations, videos or movies, have been central to the teaching methodology.</li><li>• Science exhibition, several field visits, educational trips supplemented classroom teaching.</li><li>• A Marathi book exhibition was organized in the library where distinct literary forms, encyclopedias and periodicals were displayed; the students were thus exposed to the rich body of Marathi literature.</li><li>• A field visit to the Ambedkar Museum gave students an insight into the contribution of Dr. Ambedkar.</li><li>• Introduction of Additional Credit Courses to add more value to the degrees conferred on the undergraduate students and better equip them for the competitive world.</li></ul> |



|  |   |
|--|---|
| <p>8) Implementing some important Examination Reforms</p>  | <ul style="list-style-type: none"> <li>The College under Autonomy has already introduced the Semester pattern of evaluation and has also adopted the continuous assessment pattern for its students. From this year we have implemented the “Choice Based Credit System” of evaluation as well. The credit system of evaluation will enable us to be on par with the norms and practices of evaluation implemented across the globe. This will not only facilitate the movement of our students from one University to another within India, but to Universities outside India as well.</li> </ul>  |
| <p>9) Increasing the Research Activities of the Staff and Students of the College</p>  | <ul style="list-style-type: none"> <li>21 Papers were presented at National and International Seminars and 32 papers were published by Faculty members.</li> <li>All students of the TYBA Psychology Special Class undertook live Research Projects and worked on them as part of their Research Methodology Paper.</li> <li>Our First International Seminar entitled “Understanding Sindhi Cinema”. It was jointly organized with the National Council for promotion of Sindhi Language (NCPSL), New Delhi. Erudite speakers spoke about the revival of sindhi cinema, the contribution of Sindhi cinema to Indian cinema and the potential of Sindhi cinema. A documentary on Sindhi Sufism and Sindhi Folk lore was screened.</li> </ul> |
| <p>10) Organising the 1<sup>st</sup> Graduation ceremony on behalf of Savitribai Phule Pune University for our students who have graduated in the year 2014-2015</p> | <ul style="list-style-type: none"> <li>To organize the 1st Graduation ceremony on behalf of Savitribai Phule Pune University for our students who have graduated in the year 2014-2015.</li> </ul>  |

\* *Academic Calendar of the year as Annexure-I attached*

2.15 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                     | <b>4</b>                      | -  | <b>4</b>                            | -  |
| UG                     | <b>5</b>                      | -  | <b>3</b>                            | -  |
| PG Diploma             | -                             | -  | -                                   | -  |
| Advanced Diploma       | -                             | -  | -                                   | -  |
| Diploma                | -                             | -  | -                                   | -  |
| Certificate            | -                             | -  | -                                   | -  |
| Others                 | -                             | -  | -                                   | -  |
| <b>Total</b>           | <b>9</b>                      | -  | <b>7</b>                            | -  |
| Interdisciplinary      | -                             | -  | -                                   | -  |
| Innovative             | -                             | -  | -                                   | -  |

1.2 (i) 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    | -                    |
|           |                      |

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1.3 Feedback from stakeholders\* Alumni  Parents  Employers  Students   
(On all aspects)

Mode of feedback : Online  Manual  Co-operating schools (for PEI)

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

**Yes. The Autonomous Syllabi for the FY BA/BCOM was revised.  
Autonomy was extended to the unaided courses namely BBA, BCA, BCS, MA and MCOM  
The salient features of the syllabi include inclusion of :  
Research component  
Gender component  
Experiential Learning Component**

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

Nil

## Criterion – II

### 2. Teaching, Learning and Evaluation

#### 2.1 Total No. of permanent faculty

| Total                             | Asst. Professors  | Associate Professors | Professors | Others             |
|-----------------------------------|-------------------|----------------------|------------|--------------------|
| 31* Grantable<br>20 Non-Grantable | 18<br>(Grantable) | 12                   | -          | 20 (Non-Grantable) |

#### 2.2 No. of permanent faculty with Ph.D.: 13

#### 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 |
| 3                | - | -                    | - | -          | - | -      | - | 3     | - |

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

|    |
|----|
| 37 |
|----|

|    |
|----|
| 15 |
|----|

|    |
|----|
| 03 |
|----|

#### 2.5 Faculty participation in conferences and symposia:

| No. of Faculty               | International level | National level | State level |
|------------------------------|---------------------|----------------|-------------|
| Attended Seminars/ Workshops | 04                  | 04             | 10          |
| Presented papers             | 08                  | 07             | 06          |
| Resource Persons             | 01                  | 01             | --          |

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

**Innovations:**

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

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 content and sharing content; increase communication between learners, teachers and the outside world; creation and delivery of presentation and lectures; 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 exploited 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.

**I) For Teaching, Learning and Evaluation:**

**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 available to the students 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:** Students had access to reference material only via the internet and books in the library. These sources are generalized resources which students had to sort and select appropriately before use.

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) 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 such as subject combinations offered by students, number of papers to be corrected by every individual teacher, order of preference, time slots in between two examinations to allow for study, etc.

**Benefits:** Has successfully and effectively done away with the extremely laborious, time consuming and error prone task of preparing the examination timetable;

- a) Has simplified an activity which could be handled only by an extremely responsible person requiring a large amount of training, pre preparation, vigil and care.
- b) Once details such as date of commencement of examinations, examination timings, subjects, list of holidays and Sundays ( dates to be eliminated) and any conditions regarding grouping and ordering of papers are fed into the relevant programme, the timetable is generated which can be printed and displayed on the notice board and the college web site.

**3) Question Paper Picker**

**Objectives:**

- a) To eliminate every possible chance of question paper leakage

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The question paper picker is linked to the **exam timetable scheduler**. The exam officer gets a combination of question papers scheduled for the day **just one hour prior** to the commencement of the examination. The **system** randomly selects one question paper from the question paper bank, inserts the date of examination and makes it available for printing.

This question Paper set is then automatically marked as 'Used'; it gets excluded from the 'activated' folder and moves into the 'deactivated' folder.

The picker then generates reports indicating the number of papers in both the activated and the deactivated modes. The deactivated papers are then sent to the library for use as reference resource for future use by students and teachers.

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

#### **Benefits:**

- a) Drastic **reduction** in administrative work of **packing and safe storing** of question papers.
- b) 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.
- c) It has **totally eliminated chances of human errors** in selection of question paper set to be administered.
- d) Helps in assessment of the number of papers remaining in 'activated' mode and arrange for refilling of these folders.

#### 4) **Advanced Online Examination**

##### **Objectives:**

- a) To add a new dimension to internal testing under the autonomous system
- b) To enable teachers to test all aspects of a student's expertise in a particular subject
- c) To go beyond theoretical knowledge evaluation techniques by including the interpretation of Pictures, Videos, Graphs, Mathematical symbols etc.
- d) To eliminate malpractices during examinations
- e) To store a large number of and a variety of questions
- f) To be able to make learning and examinations more exciting and interesting for the students
- g) To ease the burden of mechanical correction
- h) To deliver immediate performance scores to students
- i) To be able to administer multiple sets of question papers to a single class.

##### **Benefits:**

- i) Eases the burden of mechanical correction and minimizes the time and paper work required for this kind of work
- ii) A different question paper is generated for every student.
- iii) Malpractices during examinations are eliminated
- iv) The student can be tested along multiple dimensions as the system accommodates scientific symbols, graphs, diagrams and a variety of visuals - both at the stem & options.
- v) Leakage of questions is totally avoided as the ones set are programmed to directly reach the targeted domain.

We have developed inhouse the '**Result Progress Software**' which has made it possible to study incremental academic growth of different categories of students. The graph it generates would clearly indicate the trend – increasing, decreasing or constant through a period of time..

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

193 days

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

**Examination Reforms-**

- Continuous Internal Assessments
- Flexi-tests in each subject to encourage creativity, research skills and innovativeness among students. Flexi-tests take the form of Open Book Exams, Book Reviews, Field trips Industrial visits, Internet Projects etc.
- Differently abled children are administered different assignments
- Evaluations are ICT enabled and some are online, multiple choice type questions, hence objective, speedy and economical.
- Examination Quality Control Cell to monitor difficulty level of question papers.
- Results are declared on the college website.
- Those students who fail to clear their examinations have a 'Yet to Clear' remark on their marksheets instead of the customary 'FAILED' remark.
- A Passing Certificate is issued to final year students as an interim measure before the final certificate is given by the University of Pune.
- The security of the mark sheet has been enhanced with a Hologram.
- Model Answers are put up for the students immediately after the exams.
- Students can apply for Revaluation and if not satisfied a photocopy of the Answer Paper is provided.
- From this year we have implemented the "Choice Based Credit System" of evaluation.
- **Choice Based Credit System with Grading**– We have introduced the Choice Based Credit System (CBCS) in order to provide a learner centric contextual curriculum. We are operating on a modular pattern based on module/units called "credits" wherein 'credit' defines the quantum of contents/syllabus prescribed for a course/paper and determines the minimum number of teaching-learning hours required. One credit denotes 15 hours of instructions per semester. The result sheet indicates the Grades, Grade Point Average, SGPA
- **Additional Credit Courses** – the minimum number of credits required to acquire a degree is as follows -  
B.Com -158  
B.A -150  
BSc Computer Science - 206  
BBA -148  
BBA (Computer Application) -148



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Our system permits the students to undergo 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.

- **Question Paper Picker & Examination timetable scheduler:** This software developed in house by our Computer Science teacher, is meant for selection of a combination of question papers for the end semester examinations under autonomy.

The examination timetable scheduler generates the exam timetable. It has provision to enter details such as commencement of exam date, timings, subjects, list of holidays and Sundays ( dates to be eliminated) , any conditions regarding grouping and ordering of papers. Once the timetable is generated it can be printed and displayed on the notice board / sent to college web site.

On every examination day, for each session, the COE logs in about one hour prior to the commencement of the exam. The picker at random selects one question paper per subject scheduled for that session only and generates a folder with this combination only.

This has enhanced Examination Security.

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

|  |
|--|
| All 49 Faculty members of the Autonomous streams are involved in Curriculum Development and are members of their respective Subject Boards of Study. |
|--|

- 2.10 Average percentage of attendance of students

|     |
|-----|
| 75% |
|-----|

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2.11 Course/Programme wise distribution of pass percentage :

| Title of the Programme | Total no. of students appeared | Division    |    |    |     |      |
|------------------------|--------------------------------|-------------|----|----|-----|------|
|                        |                                | Distinction | I  | II | III | Pass |
| BA (HONS.)             | 128                            | 32          | 19 | 30 | -   | 01   |
| COMMERCE               | 254                            | 72          | 74 | 39 | -   | -    |
| BCS(COMPUTER SCIENCE)  | 37                             | 7           | 19 | 6  | -   | -    |
| BBA (HONS.)            | 49                             | 12          | 15 | 19 | -   | -    |
| BCA (HONS.)            | 33                             | 3           | 9  | 8  | -   | -    |
| MA ECONOMICS           | 6                              | 2           | 2  | -  | -   | -    |
| MA ENGLISH             | 16                             | 2           | 10 | 3  | -   | 1    |
| MA SOCIOLOGY           | 15                             | 2           | 9  | 1  | -   | 3    |
| MCOM                   | 34                             | 4           | 11 | 09 | -   | -    |

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

- The Syllabus framed for every subject is put before the Academic Council for inputs and suggestions. The IQAC sees that these are incorporated in the Syllabus.
- The Academic Audit of every teacher for both semesters and for all programmes is conducted in the College.
- Analysis of feedback received from the students is communicated to the respective teacher/department for Improvement. Teachers are apprised of latest trends in teaching learning process.
- Academic Performance Indicators of teaching activities, extension activities and research are evaluated annually.

2.13 Initiatives undertaken towards faculty development

| <i>Faculty / Staff Development Programmes</i>  | <i>Number of faculty benefitted</i> |
|--|-------------------------------------|
| Refresher courses                              | 4                                   |
| UGC – Faculty Improvement Programme            | -                                   |
| HRD programmes                                 | 1                                   |
| Orientation programmes                         | -                                   |
| Faculty exchange programme                     | -                                   |
| Staff training conducted by the university     | -                                   |
| Staff training conducted by other institutions | 1                                   |
| 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 |
|-----------------------------|-------------------------------|----------------------------|--|--|
| <b>Administrative Staff</b> | <b>15</b>                     | <b>7</b>                   | <b>-</b>   | <b>7</b>                               |
| <b>Technical Staff</b>      | <b>-</b>                      | <b>-</b>                   | <b>-</b>   | <b>4</b>                               |

## Criterion – III

### 3. Research, Consultancy and Extension

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

We have a research committee to monitor and address the issues of research. The Committee scrutinises the feasibility of the research project submitted by the faculty intending to go on UGC Fellowships and the adequacy of the preliminary work done by the candidate.

We also have a committee of PG teachers who teach Research Methodology. They generally confer on topics to be undertaken for research by students and motivate them to take up research on gender issues and other areas that impact campus life.

Research Methodology constitutes a significant part of the curriculum at the under-graduate and post-graduate levels of study. For example the BA [ Sociology], BBA and M. Com students were encouraged to take up contemporary issues in various electives as part of their research projects.

Field work in Psychology, Sociology and Math were veered around areas that require research inputs. Students have also been motivated to participate in *Aavishkar* – an event organised by the University of Pune for the promotion of research among students.

The faculty members were supported with funding from the UGC and other agencies, with free internet access and with sabbatical leave.

The CPE Grant of the UGC has enabled the college to provide department cubicles with computers and internet facilities to encourage research.

Teachers were encouraged to attend national and international seminars on topics that would help them understand Research Methodology and or topics that could be taken up for research. Special leave and funding was arranged for such promotions.

#### **E- resources**

To suit the changing needs of readers the college subscribes to following three Databases:

**EBSCO Academic Search Elite** which provides access to >2360 e- journals covering subjects like Psychology, History, Politics, Language & Linguistics, Computer Science, etc.

**EBSCO Literary Reference Center:** This is a comprehensive database that provides information on thousands of authors and their works across literary disciplines and timeframes.

**NLIST** under UGCINFONET Digital Library consortium: Through this database users have access to 6000+ e-journals and 100000+ eBooks.

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## 3.2 Details regarding major projects

|                     | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Number              | --        | 02      | 03         | 3         |
| Outlay in Rs. Lakhs | --        | 824805  | --         | 1371774   |

## 3.3 Details regarding minor projects

|                     | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|---------|------------|-----------|
| Number              | --        | --      | --         | 01        |
| Outlay in Rs. Lakhs | --        | --      | --         | 400000    |

## 3.4 Details on research publications

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

**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   | 2015-2016     | UGC                        | 2196579                | --       |
| Minor Projects   | 2015-2016     | ICCSR                      | 400000                 | 350000   |
| Interdisciplinary Projects   | --            | --                         | --                     | --       |
| Industry sponsored   | --            | --                         | --                     | --       |
| Projects sponsored by the University/ College                                  | --            | --                         | --                     | --       |
| Students research projects<br><i>(other than compulsory by the University)</i> | --            | --                         | --                     | --       |
| 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

3.11 No. of conferences organized by the Institution

| Level               | International  | National | State | University | College |
|---------------------|--|----------|-------|------------|---------|
| Number              | <b>1</b>   | -        | -     | -          | -       |
| Sponsoring agencies | National Council for promotion of Sindhi Language (NCPSSL) | -        | -     | -          | -       |

3.12 No. of faculty served as experts, chairpersons or resource persons **05**

3.13 No. of collaborations                      International -- National -- Any other **04(local)**

3.14 No. of linkages created during this year --

3.15 Total budget for research for current year in lakhs:

From funding agency

**UGC- CPE Phase I -1.30(Allocated),**  
**UGC- CPE Phase II - 25.0 (Allocated)**  
**UGC – CPE Phase III – 76.00**

From Management of University/College --

Total 102.30

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 |
|-------|---------------|----------|-------|------------|------|---------|
| --    | --            |          | --    | --         | --   | --      |

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

|    |
|----|
| 03 |
| 10 |

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

|    |
|----|
| -- |
|----|

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

|     |  |    |     |  |    |                 |  |    |           |    |
|-----|--|----|-----|--|----|-----------------|--|----|-----------|----|
| JRF | <table border="1"><tr><td>--</td></tr></table> | -- | SRF | <table border="1"><tr><td>--</td></tr></table> | -- | Project Fellows | <table border="1"><tr><td>--</td></tr></table> | -- | Any other | -- |
| --  |  |    |     |  |    |                 |  |    |           |    |
| --  |  |    |     |  |    |                 |  |    |           |    |
| --  |  |    |     |  |    |                 |  |    |           |    |
|     |  |    |     |  |    |                 | <table border="1"><tr><td></td></tr></table>   |    |           |    |
|     |  |    |     |  |    |                 |  |    |           |    |

3.21 No. of students Participated in NSS events:

|                  |   |     |             |   |   |
|------------------|---|-----|-------------|---|---|
| University level | <table border="1"><tr><td>150</td></tr></table> | 150 | State level | <table border="1"><tr><td>-</td></tr></table> | - |
| 150              |   |     |             |   |   |
| -                |   |     |             |   |   |

|                |   |   |                     |   |   |
|----------------|---|---|---------------------|---|---|
| National level | <table border="1"><tr><td>-</td></tr></table> | - | International level | <table border="1"><tr><td>-</td></tr></table> | - |
| -              |   |   |                     |   |   |
| -              |   |   |                     |   |   |

3.22 No. of students participated in NCC events:

|                  |  |    |             |   |   |
|------------------|--|----|-------------|---|---|
| University level | <table border="1"><tr><td>04</td></tr></table> | 04 | State level | <table border="1"><tr><td>-</td></tr></table> | - |
| 04               |  |    |             |   |   |
| -                |  |    |             |   |   |

|                |   |   |                     |   |   |
|----------------|---|---|---------------------|---|---|
| National level | <table border="1"><tr><td>-</td></tr></table> | - | International level | <table border="1"><tr><td>-</td></tr></table> | - |
| -              |   |   |                     |   |   |
| -              |   |   |                     |   |   |

3.23 No. of Awards won in NSS:

|                  |   |   |                     |   |   |
|------------------|---|---|---------------------|---|---|
| University level | <table border="1"><tr><td>-</td></tr></table> | - | State level         | <table border="1"><tr><td>-</td></tr></table> | - |
| -                |   |   |                     |   |   |
| -                |   |   |                     |   |   |
| National level   | <table border="1"><tr><td>-</td></tr></table> | - | International level | <table border="1"><tr><td>-</td></tr></table> | - |
| -                |   |   |                     |   |   |
| -                |   |   |                     |   |   |

3.24 No. of Awards won in NCC:

|                  |   |   |                     |   |   |
|------------------|---|---|---------------------|---|---|
| University level | <table border="1"><tr><td>-</td></tr></table> | - | State level         | <table border="1"><tr><td>-</td></tr></table> | - |
| -                |   |   |                     |   |   |
| -                |   |   |                     |   |   |
| National level   | <table border="1"><tr><td>-</td></tr></table> | - | International level | <table border="1"><tr><td>-</td></tr></table> | - |
| -                |   |   |                     |   |   |
| -                |   |   |                     |   |   |

3.25 No. of Extension activities organized

|                        |  |    |               |  |    |           |  |                        |
|------------------------|--|----|---------------|--|----|-----------|--|------------------------|
| University forum       | <table border="1"><tr><td>--</td></tr></table> | -- | College forum | <table border="1"><tr><td>19</td></tr></table> | 19 |           |  |                        |
| --                     |  |    |               |  |    |           |  |                        |
| 19                     |  |    |               |  |    |           |  |                        |
| NCC                    | <table border="1"><tr><td>--</td></tr></table> | -- | NSS           | <table border="1"><tr><td>12</td></tr></table> | 12 | Any other | <table border="1"><tr><td><b>02 (Management)</b></td></tr></table> | <b>02 (Management)</b> |
| --                     |  |    |               |  |    |           |  |                        |
| 12                     |  |    |               |  |    |           |  |                        |
| <b>02 (Management)</b> |  |    |               |  |    |           |  |                        |



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

1) Social and community service is seamlessly integrated as a part of the curriculum in the form of co-curricular activities. On an average the college conducts about one programme every week. A jumble sale of old garments and accessories was organized on the campus. The proceeds of the sale went towards social service programmes.

2) Social Service programmes were organized to commemorate the Hero Days.

3) In keeping with our Founder's teaching – "animals too are our brothers", the college has tied up with 'RESQ' – an animal shelter for wounded animals. The organization sterilizes dogs, administers rabies shots, provides on the spot first aid to wounded animals and also runs a hospital for animals. Some students along with their teacher Mrs. Snober Sataravala visited the shelter and were so moved by the plight of these helpless creatures that they collected a sum of Rs.10,400 from their ,eager allowances to buy rabies vaccines for 800 dogs and protect them against this life threatening disease. These girls hope to start a 'RESQ' cell at St. Mira's College so that they can administer SOS aid to wounded animals and report the more serious cases to the hospital.

4) The teachers of the College decided to strengthen the hands of the State Government by joining the 'LED Awareness Programme'. This initiative aims at conservation of electricity by replacing the traditional neon bulbs with LED bulbs. Not only did they spread awareness about the efficacy of using these bulbs, but they also helped others to purchase them. 73 students from the commerce section joined the teachers to further this initiative.

5) 442 students of the College have pledged to 'kindle the candle of kindness' in the lives of the old and the homeless, the destitute and the depressed. They have decided to make themselves useful to the society by performing little acts of kindness and charity for 135 days starting from the 21<sup>st</sup> of November .

They have also adopted 'Sandhya' – the homw for the aged and have begun to spread sunshine in the lives of the inmates by celebrating their birthdays with warmth and laughter.

6) Some of the students along with their teacher Ms. Shanti Fernandes visited the slum children at Renuka Vasti and have committed to teach English to these children and help them with their studies every Saturday.

## 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 Acres  | -             | -                            | 3 Acres |
| Class rooms   | 47       |               |                              | 47      |
| Laboratories  | 03       |               |                              | 03      |
| Seminar Halls   | 04       |               |                              | 04      |
| No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year. | -        | -             | -                            | -       |
| Value of the equipment purchased during the year (Rs. In Lakhs)                   |          | 1661262       | UGC (CPE) Grants and College | 1661262 |
| Others  | -        |               |                              | -       |

#### 4.2 Computerization of administration and library

##### **LIBRARY**

- Activities like Accessioning, expense details related to Acquisition, Cataloging, Circulation, Bibliographic compilation and New Arrival services are computersied.
- The Library provides internal searching facility for the subscribed free online journals. Facilities are provided to students during library working hours. The teachers are provided with passwords to access subscribed e-resources anywhere.
- We have access to NLIST programme of INFLIBNET.
- The scope of e-resources include more than 2100 e-journals and more than 5100 e-books.

##### **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 has been done to remove the delay/ drudgery associated with these jobs.

**4.3 Library services:**

Library Information For IQAC Report 2015-16

|  | Existing<br>1962-2014-15 |                   | Newly Added<br>2015-16                         |                  | Total       |                   |
|--|--------------------------|-------------------|--|------------------|-------------|-------------------|
|  | No.                      | Value (Rs)        | No.  | Value (Rs)       | No.         | Value (Rs)        |
| TBS                                    | 16139                    | <b>1340148.00</b> | 456  | <b>103756.00</b> | 16595       | <b>1443904.00</b> |
| Other Ref....                          | 40624                    | 6061641.00        | 543  | 235574.00        | 41167       | <b>6297215.00</b> |
| Ref Books                              | 2249                     | 808908.00         | 42   | 22273.00         | 2291        | 831181.00         |
| Subscribed Journals                    |                          |                   | 47   | 55197.00         | 47          | 55197.00          |
| Gratis Journals                        |                          |                   | 13   |                  | 13          |                   |
| Ebooks and E- Journals under Databases |                          |                   | <b>e-books = 135805,<br/>e-journals = 8704</b> | <b>339521.00</b> |             | <b>339521.00</b>  |
| Audio, Video Cassettes                 | 642                      |                   |  |                  | 642         |                   |
| CDs,                                   | <b>1392</b>              | <b>59023.00</b>   | <b>23</b>                                      |                  | <b>1415</b> | <b>59023.00</b>   |
| DVD                                    | <b>486</b>               | <b>33419.00</b>   | <b>48</b>                                      | <b>210.00</b>    | <b>534</b>  | <b>33629.00</b>   |
| <b>Other Resources:-</b>               |                          |                   |  |                  |             |                   |
| General Periodicals                    |                          |                   | <b>11</b>                                      | <b>37350.00</b>  | <b>11</b>   | <b>37350.00</b>   |
| News Papers                            |                          |                   | <b>17</b>                                      |                  | <b>17</b>   |                   |
| <b>Bound Volumes</b>                   | 3009                     |                   |  |                  | 3009        |                   |
| Theses +Dissertation                   | 69                       |                   | 1  |                  | 70          |                   |
| Projects – Students Projects           | 1118                     |                   | 124  |                  | 1242        |                   |
| Annual Reports                         | 17                       |                   | 17   |                  | 17          |                   |
| <b>Braille Books</b>                   | 23                       |                   | 23   |                  | 23          |                   |
| <b>Manuscripts</b>                     | 13                       |                   |  |                  | 13          |                   |
| Maps                                   | 1                        |                   | 1  |                  | 1           |                   |
| Music Books                            | 163                      |                   |  |                  | 163         |                   |

**4.4 Technology up gradation (overall)**

|          | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Others |
|----------|-----------------|---------------|----------|------------------|------------------|--------|-------------|--------|
| Existing | 229             | 06            | 13       | 13               | 3                | 28     | 08          | 16     |
| Added    | 8               |               |          |                  |                  |        |             |        |
| Total    | 237             | 06            | 13       | 01               | 3                | 28     | 8           | 16     |

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

**Free training sessions to teachers is given for upgrading their computer skills; the students are 100% computer literate as they have to apply for online tests. The Library trains the faculty in the use of new library software acquired.**

4.6 Amount spent on maintenance in lakhs :

9) ICT

**Rs.7,19,738/-**

ii) Campus Infrastructure and facilities

**Rs.14,05,300/-**

iii) Equipments

**Rs.16,61,262/-**

9) Others

**Rs.17,31,283/-**

**TOTAL**

**Rs. 55,17,583/-**

## 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.
- Brief mention in the College Prospectus.
- 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

- For student progression, student performance is monitored and analysed at every level. Advanced students are motivated by means of scholarships, awards, trophies, medals and guidance to do independent study at a higher level while the slow learners are given support in the form of extra coaching, special revision classes and offering them extra opportunities for performance improvement within the system (Best of three test scores, repeated assignments, modified assignments).

#### 5.3 (a) Total Number of students

| G    | PG  | Ph. D. | Others |
|------|-----|--------|--------|
| 1933 | 112 | -      | -      |

(b) No. of students outside the state: 259

(c) No. of International students: 08

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|    |   |
|----|---|
| No | % |
| -  | - |

Men

|    |     |
|----|-----|
| No | %   |
|    | 100 |

Women

| Last Year(2014-2015) |    |    |     |                       |       | This Year (2015-2016) |    |    |     |                       |       |
|----------------------|----|----|-----|-----------------------|-------|-----------------------|----|----|-----|-----------------------|-------|
| General              | SC | ST | OBC | Physically Challenged | Total | General               | SC | ST | OBC | Physically Challenged | Total |
| 1811                 | 97 | 9  | 46  | 05                    | 1967  | 1935                  | 84 | 06 | 20  | 06                    | 2045  |

Demand ratio 1.5:1

Dropout %: 2.6% (only for FY classes)

**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. We are helped by UGC funding to carry our these training sessions.

No. of students beneficiaries

**125 approximately**

**5.5 No. of students qualified in these examinations : Not Known**

|             |                                |           |                      |      |                      |        |                      |
|-------------|--------------------------------|-----------|----------------------|------|----------------------|--------|----------------------|
| NET         | <input type="text" value="7"/> | 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 counseling and career guidance**

- Orientation Programmes on careers in Information Security and Ethical Hacking, Careers in Financial Services, Personality Development, How to face an interview, were organized.
- The Cell also explores the possibilities of providing either part-time opportunities to undergraduates and also full-time placements to our outgoing graduates and post-graduates. Keeping this in mind, we have developed liaison with Executive Search agencies, corporate organizations, hospitals and others to provide gainful employment to our students.
- The Psychology Department also conducts aptitude tests to guide career choices. Personality development workshops are conducted to cater to the overall development of the students. These have proved successful in enhancing their sense of self-worth.

No. of students benefitted

**App. 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 |
| 09                              | 167                             | 63                        | 110                       |

**5.8 Details of gender sensitization programmes**

|  |   |
|--|---|
| <b>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.</b> |   |
| 1  | Lecture on 'Concept of Health and Social Determinants of Health' by Mrs. Medha Kale from Tathapi – a women and health resources organization, operating in collaboration with local, rural and urban NGO's, enabling women to empower themselves by disseminating information about their rights and physiology, sex education, self defence, etc.        |
| 2  | A certificate course on Gender and Development was conducted by the Sociology department with the help of Women's Studies Centre. The course highlighted on the following themes: Women in India: An introduction; Social Empowerment of Women; Women, Labour and the Economy; Women Law and Politics, Women's Movement and Organisations and Filed Work. |

**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

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5.10 Scholarships and Financial Support

|  | Number of students | Amount         |
|--|--------------------|----------------|
| Financial support from institution (Prizes and Scholarships)         | <b>379</b>         | <b>282661</b>  |
| Financial support from government                                    | <b>242</b>         | <b>1309600</b> |
| Financial support from other sources                                 | -                  | -              |
| Number of students who received International/ National recognitions | -                  | -              |

**5.11 Student rganized / 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:

((1) Time Table for the backlog examination,

(2) Dissatisfaction in lecture delivery of a particular lecture). Both the above mentioned grievances were addressed satisfactorily)



## 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 have 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.

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

##### 6.3.1 Curriculum Development

- a) Compulsory inclusion of emerging trends, experiential learning and gender- specific modules in syllabi. The syllabus is constructed to help women become independent thinkers and decision-makers.
- b) Inter-disciplinary programmes have been introduced. Students are allowed flexibility to choose one subject from an alternate stream.
- c) A diversified PT Course (compulsory for freshers) is offered with exciting options like Sports/ Athletics, Yoga and Self-Defense to all FY students.
- d) Some pragmatic courses to give students an exposure to real world situations and increase their employability have been designed.
- e) A well-structured Value Education course which is compulsory for all the students has been organized as a credit based course.
- f) Started Credit Courses- We have introduced the Choice Based Credit System (CBCS) in order to provide a learner centric contextual curriculum. We are operating on a modular pattern based on module/units called “credits” wherein ‘credit’ defines the quantum of contents/syllabus prescribed for a course/paper and determines the minimum number of teaching-learning hours required. One credit denotes 15 hours of instructions per semester. The result sheet indicates the Grades, Grade Point Average, SGPA

### 6.3.2 Teaching and Learning

- a) Autonomy has brought about a new zeal and zest in the faculty members. The college has made efforts to make all faculty computer literate. This has seen a surge in the usage of ICT enabled pedagogy.
- b) Interactive methods of teaching such as case studies, role play, student presentations, mock Parliament and group discussions are being used by a large number of faculty members in their day-to-day teaching .
- c) Other methods of learning experiences provided to students include industrial visits, participation in seminars and workshops, inter and intra college competitions, lecture series, guest lectures, rganized y of exhibitions.
- d) A Language Laboratory for improving the communication skills of students coming from the regional medium of instruction has been set up.

Specific strategies are adopted for facilitating average and advanced learners

### 6.3.3 Examination and Evaluation

- a) Implementing our own unique brand of 'stress free' modules of examinations.
- b) The internal assessment system is not only a system of continuous assessment but of frequent assessment as well. As part of internal assessments every course includes Flexi-tests, which essentially involve project work that requires research beyond the textbook. The Flexi Tests may be in the form of a seminar /class test / submission of study report / open book exam, / oral presentations / field visits, etc.
- c) Evaluations are ICT enabled making them objective, speedy and economical. The Online Objective Type Examination Package has been acquired.
- d) **Choice Based Credit System with Grading**– We have introduced the Choice Based Credit System (CBCS) in order to provide a learner centric contextual curriculum. We are operating on a modular pattern based on module/units called “credits” wherein ‘credit’ defines the quantum of contents/syllabus prescribed for a course/paper and determines the minimum number of teaching-learning hours required. One credit denotes 15 hours of instructions per semester. The result sheet indicates the Grades, Grade Point Average, SGPA.
- e) **Additional Credit Courses** – the minimum number of credits required to acquire a degree is as follows -  
B.Com -158 B.A -150 BSc Computer Science – 206 BBA -148 BBA (Computer Application) -148  
Our system permits the students to undergo 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.

**f) Question Paper Picker & Examination timetable scheduler.**

This software developed inhouse by our Computer Science teacher, is meant for selection of a combination of question papers for the end semester examinations under autonomy.

The examination timetable scheduler generates the exam timetable. It has provision to enter details such as commencement of exam date, timings, subjects, list of holidays and Sundays ( dates to be eliminated) , any conditions regarding grouping and ordering of papers. Once the timetable is generated it can be printed and displayed on the notice board / sent to college web site.

On every examination day, for each session, the COE logs in about one hour prior to the commencement of the exam. The picker at random selects one question paper per subject scheduled for that session only and generates a folder with this combination only.

This has enhanced Examination Security

**6.3.4 Research and Development**

- NVIVO-a quantitative data analysis package and SPSS-a qualitative data analysis package to promote research have been acquired.
- Young teachers are motivated to undertake research projects by their HODs. Extra API points are allotted to those HODs who are successful in doing so.
- Administrative and technical assistance is provided to teachers undertaking research projects.
- A few courses have incorporated the basics of Research Methodology in their syllabi to encourage student research.
- An Orientation Course informing teachers about different funding agencies is conducted.

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

- Audio Visual rooms for usage of multi media teaching aids and presentations
- Creation of Wi-Fi zones, subscription to e-journals and use of customized educational software
- Increase in equipment for ICT enabled teaching – computers, CD writers, printers, LCD projectors, large screens, broad band connection – in the labs as well in the library, smart T.V., etc. The computers in the administrative unit are connected with LAN and 5MBPS ILP Link.
- A Language Laboratory
- Digitalisation of the library. Digital library section containing online journal databases including NLIST programme of INFLIBNET, EBSCO – Literary Reference Centre, EBSCO – Academic Search Elite and JSTOR. Installation of the SLIM software.
- Access to e-books and print journals.
- Construction of Examination Cell
- Construction of departmental cubicles with separate computers to help in the extensive use of facilities.

#### 6.3.6 Human Resource Management

- Faculty involved in 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.

#### 6.3.7 Faculty and Staff recruitment

- Selection is based strictly on merit.
- 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.

#### 6.3.8 Industry Interaction / Collaboration

- 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 a visit to a industry or a corporate office helping the student to evolve from a theoretical understanding of a topic to the practical application of the theory.

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.
- 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     | 02 |
| Non teaching | 02 |
| Students     | 12 |

Teaching: Emergency medical facilities; free homeopathic dispensary

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 and rganiz, free breakfast coupons for sports students; book bank facility; free computer facilities

6.5 Total corpus fund generated      Rs. 5 crores

6.6 Whether annual financial audit has been done      Yes

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

| Audit Type     | External |   | Internal |   |
|----------------|----------|---|----------|---|
|                | Yes/No   | Agency  | Yes/No   | Authority   |
| Academic       | Yes      | 1)University Grants Commission (New Delhi)<br>2) Savitribai Phule Pune University, Pune<br>3)ZENSAR Technologies, Pune (Syllabus)   | Yes      | 1) Academic Council<br>2) Internal Quality Assurance Cell<br>3) Subject Board of Studies<br>4) Students |
| Administrative | Yes      | 1)University Grants Commission (New Delhi)<br>2) University Grants Commission WRO, Pune<br>3)Savitribai Phule Pune University, Pune | Yes      | Sadhu Vaswani Mission, Pune   |

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

**We are an Autonomous College and declare our results within 45 days of the conduct of the Examinations**

For UG Programmes      Yes       No

For PG Programmes      Yes       No

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

- Continuous Internal Assessments
- Flexi-tests in each subject to encourage creativity, research skills and innovativeness among students. Flexi-tests take the form of Open Book Reviews, Field trips Industrial visits, Internet Projects etc.
- Differently abled children are administered different assignments
- Evaluations are ICT enabled and some are online, multiple choice type questions, hence objective, speedy and economical.
- Examination Quality Control Cell to monitor difficulty level of question papers.
- Results are declared on the college website.
- Those students who fail to clear their examinations have a 'Yet to Clear' remark on their marksheets instead of the customary 'FAILED' remark.
- A Passing Certificate is issued to final year students as an interim measure before the final certificate is given by the University of Pune.
- The security of the mark sheet has been enhanced with a Hologram.
- Model Answers are put up for the students organized by after the exams.
- Students can apply for Revaluation and if not satisfied a photocopy of the Answer Paper is provided.

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. In March 2014 the College was granted an extension of the Autonomous Status – valid from June 2014 to May 2019.**

6.11 Activities and support from the Alumni Association

**Regular Meetings of Alumni Associations are conducted and they very whole heartedly interacted with the External Review Committees that visited the College for granting Extension of our Autonomous Status. We celebrated the Golden Jubilee year of the College Hostel. Over 40 alumni from across the globe came over and spent three days at the hostel, reliving nostalgic memories. The Alumni support us as guest lecturers, in placements and in donating prizes and scholarships for our students.**

6.12 Activities and support from the Parent – Teacher Association

- Regular meetings of parents and teachers are organized to update the students about the progress made by their wards, from time to time.
  - Each and every parent is informed about the attendance of their child atleast twice a year
  - Parents are free to approach the class teachers and the subject teachers in their free time.
- Parents co-sponsor college events and institute prizes and scholarships and even outreach programmes.

6.13 Development programmes for support staff

A Faculty Development Programme for strengthening the technical skills of the support staff was organized. A special module for de-stressing and enhancing the moral values of the administrative staff and support staff was conducted . A month long 15 minute meditation sessions were conducted for support staff during the vacation period.

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

- We have a well –maintained Botanical Garden. We have an ongoing Bird-House Project in our garden.
- Medicinal plants were planted in the College garden. All our trees have been labeled according to their botanical names.

## 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.

- Please refer to 2.6

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

| Plan of Action   | Action Taken   |
|--|--|
| 1) Reviewing and organized academic programmes                     | <ul style="list-style-type: none"><li>• All UG and PG Programmes were monitored through student feedback. This feedback was carried out along two dimensions –i) content of the curriculum and ii) performance of teachers in class. This feedback is shared with faculty and suggestions for improvement were given by the Heads of Departments</li><li>• Lecture series and workshops for sensitizing students towards gender issues and environment issues were organized -10 activities relating to gender sensitization were organized and one workshop for spreading awareness about environment protection was organized in collaboration with 'Swach'.</li></ul> |
| 2) Ensuring the quality of the administrative units of the College | <ul style="list-style-type: none"><li>• Automation/Computerisation of routine administrative jobs has been done to remove the delay drudgery associated with these jobs.</li><li>• The Administrative blocks are under CCTV monitoring which has helped in the optimal use of time and resources.</li><li>• Administrative tasks are student centric.</li><li>• Students' satisfaction surveys have components related to administrative and library functions.</li><li>• Job profiles have been spelt out, effective division of responsibility done and record of entry of work done per hour by each member is maintained.</li></ul>                                  |



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|  |   |
|--|---|
| <p>3) Monitoring resource mobilization- UGC XI Plan, (Development Grants and Merged Scheme Grants), University Quality Improvement Programmes; UGC – College with Potential for Excellence; Autonomy Grant.</p>  | <ul style="list-style-type: none"> <li>• Utilisations of UGC XI Plan and Autonomy Grant were prepared and submitted to the UGC (WRO).</li> <li>• New proposals for initiatives to be undertaken for the UGC- XII Plan were submitted.</li> </ul>  |
| <p>4) Providing consultancy to institutions desirous of acquiring the Autonomous Status.</p>   | <ul style="list-style-type: none"> <li>• Institutions desirous of going in for academic autonomy have visited us and interacted with our IQAC members and examination coordinator to understand the complexities of Autonomy.</li> </ul>  |
| <p>5) <b>Conducting skill development activities for students</b></p>  | <ul style="list-style-type: none"> <li>• A number of inter college and intra institutional skill development activities were organized to showcase and develop the talent of the students.</li> </ul>   |
| <p>6) a) Introducing Quality enhancement strategies for teaching learning activities.<br/>b) Introduction of Additional Credit Courses to add more value to the degrees conferred on the undergraduate students and better equip them for the competitive world.</p> | <ul style="list-style-type: none"> <li>• Seminars, Conferences, Workshops and Lecture Series were conducted and resource persons with expert domain knowledge were invited to address the faculty and students.</li> <li>• Three Additional Credit Courses for students across all streams were conducted. i) A course in Tally 9 ii) A course in Personality Development iii) An Introduction to Film Making and Editing.</li> </ul> |
| <p>7) <b>Implementing some important Examination Reforms</b></p>   | <ul style="list-style-type: none"> <li>• A standard format for Question Papers was adopted</li> <li>• Decision to work in an eco-friendly manner was taken- no use of CDs for storage of Question Papers and maintenance of Data on portable Hard Disks.</li> <li>• Saving paper by using pre-printed stationery for</li> </ul>   |
| <p>8) To organize the 1<sup>st</sup> Graduation ceremony on behalf of Savitribai Phule Pune University for our students who have graduated in the year 2014-2015</p>   | <ul style="list-style-type: none"> <li>• The College successfully organized its first Graduation Day Ceremony on 15<sup>th</sup> April 2016. Dr. M. R. Kurup Founder Principal of V.G Vaze College, Mumbai and resource person for the NAAC Peer Team training was the chief guest. About 250 students received their Graduation Certificates on that day.</li> </ul>   |

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

**Best Practice 1: Institutionalising 'Value Education' as a Credit Based Course.  
Best Practice 2: Innovative Curriculum Design**

*\*Details in annexure III*

7.4 Contribution to environmental awareness / protection

- We have a well –maintained Botanical Garden. We have an ongoing Bird-House Project in our garden.
- Medicinal plants were planted in the College garden.  
All our trees have been labeled according to their botanical names.

7.5 Whether environmental audit was conducted?      Yes                  No      ✓

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

A SWOC Analysis is done at every IQAC meeting, Academic Council meeting and Board of Studies meeting and action is taken according to the suggestions and inputs given.

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

- Extending the Credit System of Evaluation to the Second Year students  
Increasing Industry/Academia interface and linking with Industry to provide more employment opportunity.
- Introducing additional need based credit courses
- Exploring more avenues for consultancy.
- Conduct a State / National Level Seminar on Quality Improvement in Higher Education.

**Mrs. M. Banerjee**  
**Coordinator, IQAC**

**Dr. G.H.Gidwani**  
**Chairperson, IQAC**

**Annexure II - Analysis of Feed Back on Syllabus Content and Teaching**

- An important quality enhancement measure practiced by the IQAC is the structured student feedback on the syllabus, the examination and the evaluation, on the teaching methods of teachers in class as well as on the co-curricular activities students would like to have. Feedback is also taken from the students to improve services in the canteen, parking lot and common areas.
- It is an online mechanism and is taken once a semester for all undergraduate and post graduate programmes conducted in the College.
- The Course content of each subject is evaluated on the basis of the following parameters: Depth of the course content including project work if any; extent of coverage of course; applicability/relevance to real life situations; learning value (in terms of knowledge, concepts, manual skills, analytic abilities and broadening prospective) clarity and relevance of textual reading material; relevance of additional source material (library / internet); extent of effort required by students.
- The faculty is likewise evaluated on the basis of the following parameters: Knowledge base of the teacher; communication skills; sincerity/commitment; regularity and punctuality; interest generated by the teacher; ability to integrate content with other courses; Quality and effectiveness of class-room teaching; provision of opportunities for interaction; accessibility of the teacher in and out of the class(includes availability of the teacher to motivate further study and discussion outside the class); ability to design quizzes/tests/assignments/examinations and projects to evaluate students' understanding of the course; provision of sufficient time for feedback (revision) etc.; Attitude to students/cordial relationship with students on academic issues; Completion of syllabus during the academic session conduct of extra lectures if needed.
- The students are asked to mark the teachers' on a scale of 1 to 5 where 1 represents that which is least effective and 5 represents 'excellent'. These points are then interpreted as percentages and the feedback is provided to the concerned teachers.
- The Feedback is assessed and analysed by every Head of the Department and a meeting is arranged to appreciate or improve (as the case may be) the performance of the teacher. This feedback is also used by teachers for self improvement and organization of activities for students.
- The analysis for the Feed Back for the year 2015-16 showed an overall high satisfaction with the course content of every subject. Some teachers were found deficient in punctuality and some had low accessibility. Suggestions and recommendations were given to the concerned teachers at the interaction meeting.

**ANNEXURE -III- Two Best Practices of the Institution**

**Two Best Practices**

**Best Practice 1: 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. To help fructify our character building endeavours we have institutionalised a well-structured Value Education course which is compulsory for all our students. It has now been **internalized 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, Purity, honesty, ethics 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

**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. It provides a platform for group counselling. Common problems faced by youth such as depression, anorexia, inferiority complex, sexual harassment are addressed by competent and qualified resource persons.

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. At the sanctuary heroes of humanity and saints of all religions are remembered on their birth/death anniversaries. Interfaith prayers are conducted. Important festivals and sacred days of all religions are observed.

Over and above all this, the sanctuary provides an excellent opportunity for students to develop their skill in public speaking. Their interest in music is also cultivated by the community singing of kirtan, bhajans and hymns, which is actively encouraged.

**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.

**Best Practice 2: Innovative Curriculum Design**

**Title:**

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.
- d) To design pragmatic course structures which give students an exposure to real world situations and increase their **employability** for some of the most coveted jobs in the industry.

**The Practice:**

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.

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 Muktangam 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.

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 marital attitudes among different age groups, life satisfaction and happiness in senior citizens to exploring emotional coping patterns in the youth.

**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 - all of which are required for successful initiation in entrepreneurship and organizing the

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'Mira Bazaar', organised on a grand scale with a number of institutes and a good number of women entrepreneurs participating. The Mira Bazaar also provides a platform for networking for women entrepreneurs of the city.

The activities of the **Entrepreneurship Development Cell** of the college has put us on the international map this year. We were amongst the **top five colleges** selected across the globe to make a presentation at the **Entrepreneurship Educator's Programme at the San Diego Conference, USA in January 2016.**

Recognising the NGO sector as a potential field offering career opportunities, **the Sociology Department** organizes a six day orientation workshop in NGO skills for the students of its undergraduate and post-graduate course. The workshop aims at i) orienting the students into the historical development of the NGO sector in India; ii) introducing various fields and areas in which NGOs are working iii) discussing specific skills required to work in the field of NGOs.

