

Self Study Report
for
NAAC Cycle - 3rd

Submitted to
**The National Assessment and
Accreditation Council Bangalore**

Submitted by
**Sadhu Vaswani Misson's
St. Mira's College for Girls,
Pune Maharashtra**

November 2016

Principal : Dr. G. H. Gidwani

Sadhu Vaswani Mission's St. Mira's College for Girls, Pune

CONTENTS

Sr. No.	Table of Contents	Page No.
1	Profile of the Autonomous College	1
2	Criterion -wise inputs	
	Criterion I	11
	Criterion II	28
	Criterion III	60
	Criterion IV	85
	Criterion V	105
	Criterion VI	123
	Criterion VII	147
3	Evaluative Report of the Departments	
	Departments under Bachelor of Arts Programme	158
	Departments under Bachelor of Commerce Programme	263
	Self-Financed Departments	299
	Department of Physical Education	337
	Report on Course in Environment Studies	344
4	Post-Accreditation Inititatives	347

1

**PROFILE OF THE AUTONOMOUS
COLLEGE**

Profile of the Autonomous College

1. Name and Address of the College:

Name:	St. Mira's College for Girls, Pune	
Address:	6, Koregaon Road, Pune-1	
City: Pune	Pin : 411 001	State : Maharashtra
Website:	www.stmirascollegepune.edu.in	

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. G.H. Gidwani	020 26124846	90490 03758	020 26124846	gulshanhgidwani @ gmail.com
Vice Principal	Mrs. M. Banerjee	020 26124846	96373 15427	020 26124846	madhuchhanda.ba- nerjee@yahoo.com
Steering Committee Co-ordinator	Mrs. M. Banerjee	020 26124846	96373 15427	020 26124846	madhuchhanda.ba- nerjee@yahoo.com

3. Status of the Autonomous College by Management:

I Government

II Private

III Constituent College of the University

4. Name of University to which the College is Affiliated

Savitribai Phule Pune University

5. a. Date of establishment, prior to the grant of 'Autonomy' : 4th June 1962

b. Date of grant of 'Autonomy' to the College by UGC :

- 7.5.2007 (UGC)
- 17.9.2004 (Govt. of Maharashtra)
- 18.7.2007 (Savitribai Phule Pune University)

6. Type of Institution:

a. By Gender

i. For Men

ii. For Women

iii. Co-education

b. By Shift

i. Regular

ii. Day

iii. Evening

c. Source of funding

i. Government

ii. Grant-in-aid

iii. Self-financing

iv. Any other

7. Is it a recognized minority institution ?

Yes

No

If yes specify the minority status (Religious/linguistic/any other) and provide documentary evidence –

Linguistic Minority (documentary evidence attached)

8. a. Details of UGC recognition:

Under Section	Date, Month & Year	Remarks if any
1. 2f	1967	
2. 12 (B)	Letter attached.	

(Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act enclosed)

b. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc)

Under Section/clause	Day, Month and Year	Validity	Programme/institution	Remarks
i.	N/A	N/A	N/A	N/A

9. Is the College recognized:-

a. By UGC as a College with Potential for Excellence (CPE)

Yes No

If yes, date of recognition:

1) F.NO. 12-1/2003 (NS/PE) dated 02/09/2004
2) DO. No.21-19/2014/ (NS/PE) dated 14/03/2014

b. For its contribution/performance by any other governmental agency ?

Yes No

10. Location of the campus and area:

Location	Urban
Campus area in sq. mts or acres	3 acres
Built up area in sq. mts	3023.53 sq. mts.

11. Does the College have the following facilities on the campus (Tick the available facility). In case the College has an agreement with other agencies in using such facilities provide information on the facilities covered under the agreement.

- **Auditorium /Seminar complex**
- Sports facilities
- * Play ground
- * Swimming pool
- * Gymnasium
- **Hostel**
- * Boy's Hostels
- * Girl's Hostels
- **Residential facilities**
- * For teaching staff
- * For non-teaching staff
- **Cafeteria**
- **Health Centre –**
- * first aid facility
- * Inpatient facility
- * Outpatient facility
- * Ambulance facility
- * Energy care facility
- **Health centre staff-**
- * Qualified doctor Full time Part-time
- * Qualified Nurse Full time Part-time
- * Other facilities
- **Bank**
- **ATM**
- **Post office**
- **Book shops**
- **Transport facilities**
- * for students

- * for staff
- Power house
- Waste management facility

12. Details of programmes offered by the institution : (Give data for current academic year) (2016-2017)

Sl. No.	Programme level	Name of the Programme / Course	Duration	Entry Qualification	Medium of Instruction	Sanctioned / approved Student intake	No. of students admitted
1.	UG	B.Com.	03	H.S.C.	English	120 for each year	898
		B.A.	03	H.S.C.	English Marathi	120 for each year	563
		B.Sc.	03	H.S.C	English	80 for each year	176
		BBA	03	H.S.C	English	80 for each year	220
		BCA	03	H.S.C	English	80 for each year	166
2	PG	M.A. English	02	TYBA	English	80 for each year	34
		M.A. Sociology	02	TYBA	English	80 for each year	22
		M.A. Economics	02	TYBA	English	80 for each year	23
		M.Com.	02	TYB-COM	English	80 for each year	79
3	Integrated Masters						
4	M.Phil						
5	Ph.D.						
6	Integrated Ph.D.						
7	Certificate						
8	Diploma						
9	PG Diploma						
10	Any other (please specify)						

13. Does the institution offer self-financed Programmes ?

Yes No

If yes, how many? - 07

14. Whether new programmes have been introduced during the last five years?

Yes No

If yes, Number –

15. List the departments (Do not list facilities like library, Physical Education as departments unless these are teaching departments and offer programmes to students)

Particulars	Number	Number of students
Science		
Under Graduate	01	176
Post Graduate	-	
Research centre(s)	-	-
Arts		
Under Graduate	04	563
Post Graduate	03	79
Research centre(s)	-	-
Commerce		
Under Graduate	03	1284
Post Graduate	01	79
Research centre(s)		
Any Other (please specify)		
Under Graduate		
Post Graduate		
Research centre(s)		

16. Are there any UG and/ or PG programmes offered by the College, which are not covered under Autonomous status of UGC? Give details.– No

17. Number of Programmes offered under (Programme means a degree course like BA, MA, BSc, MSc, B.Com etc.)

- a. Annual System
- b. Semester System
- c. Trimester System

18. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify)

19. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

- a) Including the salary component
- b) Excluding the salary component

20. Does the College have a department of Teacher Education offering NCTE recognized degree programmes in Education?

- Yes
- No

If yes,

- a. How many years of standing does the department have ? years
- b. NCTE recognition details (if applicable) Notification

No.:

Date:.....

- c. Is the department opting for assessment and accreditation separately?

- Yes No

21. Does the College have a teaching department of Physical Education offering NCTE recognized degree programmes in Physical Education ?

- Yes No

If yes,

- a. How many years of standing does the department have?
..... years

- b. NCTE recognition details (if applicable) Notification

No.:

Date:..... (dd/mm/yyyy)

- c. Is the department opting for assessment and accreditation separately?

- Yes No

22. Whether the College is offering professional programme?

- Yes No

If yes, please enclose approval/recognition details issued by the statutory body governing programme.

23. Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.

Yes, the college has been reviewed twice by the

- i. Savitribai Phule Pune University Review Committee
- ii. UGC Review Committee

Reports attached in Annexure

24. Number of teaching and non-teaching positions in the College

Positions	Teaching faculty			Non-teaching staff	Technical staff
	Professor/Principal	Associate Professor	Assistant Professor		
Sanctioned by the UGC/University/State Government	1	9	18	32	-
Recruited	1	9	18	32	-
Yet to Recruit	-	-	3	-	-
Sanctioned by the Management/Society or other authorized bodies			22	2	
Recruited					
Yet to Recruit					

25. Qualifications of the teaching staff (2016-2017)

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D. Sc./D. Litt.		0		0		0	0
Ph.D.		0		6		6	12
M.Phil		0		2		4	6
PG		0		0		31	31
Temporary Teachers							
Ph.D.		0		0		0	0
M.Phil		0		0		1	1
PG		0		0		19	19
Part-time Teachers							
Ph.D.							
M.Phil							
PG							

26. Number of Visiting Faculty/ Guest Faculty engaged by the College 13

27. Students enrolled in the College during the current academic year, with the following details:

Students	UG		PG		Inte- grated Mas- ters	M. Phil.	Ph. D.	Inte- grated Ph. D.	D. Litt/ Dsc.	Cer- tifi- cate	Di- plo- ma	PG Diplo- ma
	M	F	M	F								
From the state where the College is located		1748		120								
From other states of India		267		38								
NRI students		05		--								
Foreign students		03		--								
Total												

28. Dropout rate in UG and PG (average for the last two batches)

UG PG

29. Number of working days during the last academic year.

30. Number of teaching days during the last academic year.

31. Is the College registered as a study centre for offering distance education programmes for any University ?

Yes No

If yes, provide the

a. Name of the University

b. Is it recognized by the Distance Education Council ?

Yes No

c. Indicate the number of programmes offered.

- i) Bachelor of Commerce
- ii) Bachelor of Arts
- iii) Bachelor of Business Administration
- iv) Bachelor of Computer Application
- v) Bachelor of Computer Science
- vi) Master of Arts
- vii) Master of Commerce

32. Provide Teacher-student ratio for each of the programme/course offered

Please find details in answer to question no. 9 in the 'Evaluative Reports' of each Department

33. Is the College applying for Accreditation :

Cycle 1

Cycle 2	<input type="checkbox"/>
Cycle 3	<input checked="" type="checkbox"/>
Cycle 4	<input type="checkbox"/>
Re-Assessment:	<input type="checkbox"/>

34. Date of accreditation * (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1:1.10.2002 Accreditation outcome /results “B++”

Cycle 2 : 21.4.2012 Accreditation outcome /results “A”

Enclosed copy of accreditation certificates and peer team reports.

35. a. Date of establishment of Internal Quality Assurance Cell (IQAC)

2002-2003

b. Dates of submission of Annual Quality Assurance Reports (AQARs)

- | | | | |
|-------|-------------------------|----|------------|
| (i) | AQAR for year 2011-2012 | on | 27/12/2012 |
| (ii) | AQAR for year 2012-2013 | on | 12/12/2013 |
| (iii) | AQAR for year 2013-2014 | on | 02/01/2015 |
| (iv) | AQAR for year 2014-2015 | on | 14/09/2016 |
| (v) | AQAR for year 2015-2016 | on | 27/09/2016 |

36. Any other relevant data, the College would like to include.

St. Mira’s college, an integral part of the Mira Movement in Education, was started in 1962 by the philosopher-saint Sadhu T.L.Vaswani as the first college set up exclusively for women in Pune. Even after five and a half decades, the college continues to impart a character building education that aims at empowering all the young, bright eyed women students that enter its portals, drawing out the best that is in them.

Founded by a visionary who believed in the potential of women to reform society and guided by a supportive management that is headed by Dada J.P.Vaswani, a world renowned spiritual leader, the college continues to flourish even while other similar endeavours in Pune have chosen to go co-ed.

St. Mira’s distinguishes itself as an educational institution that builds competence by default and character by design. We have, in our 55 years of academic service, developed the necessary constructs for imparting a value-based education, which gives us our exclusive identity. Ours is a unique and proactive temple of learning; our value is borne out by the fact that we have been:

- The First College to voluntarily undergo NAAC accreditation in Pune, in 2002, in a self-motivated attempt to enhance quality
- Chosen by the State Governor’s special panel as one of the 12 colleges in Maharashtra to be put on the Fast Track to Autonomy in 2005. We are in fact the first Arts, Commerce College in the state to go in for academic autonomy in 2007. For us, choosing autonomy was simply registering our vote for reform.

Our endeavours have won us several awards and honours that reinforce our commitment to excellence...

- Best College Award conferred by Pune University, 2004
- The Vidya Ratna Award instituted by the International Institute of Management, 2005.
- First among 18 colleges in India to be awarded the status of College with Potential for Excellence (CPE) by UGC in 2005.
- Awarded an ‘A’ grade in the NAAC re-accreditation process in 2012
- The UGC Committee and the SPPU committee to review our Academic Autonomy granted the College an extension of the Autonomous Status till June 2019, calling us an ‘Island of Excellence’.
- College with Potential for Excellence status awarded for the 2nd time in April 2014.
- Principal Dr. G. H. Gidwani has been honoured with the following awards for her contribution to education
 - i. ‘The Jewel of India’ award by the International Institute of Business and Management, New Delhi.
 - ii. The ‘International Women Achiever’s Award’ for the year 2012, by the Human Achiever’s Foundation for Leadership in Education.
 - iii. The ‘International Kukkiwon Award’ for 2016, in appreciation of and in recognition of prescribing ‘Self Defense’ as a subject for girls for the last 15 years and for promoting inter-cultural harmony. (Kukkiwon is the world Taekwondo headquarters in Korea)
- In January 2016, The EDC centre of the college, was chosen as centre for excellence, amongst the top five centres across the globe. It was recognized and honoured by the United States Association for Small Business Entrepreneurs.
- Consistently rated as the Third Best College in Pune for Arts and Commerce by India Today.



2

CRITERIA - WISE INPUTS

CRITERION I

Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 How is the institutional vision / mission reflected in the academic programmes of the College?

The Vision of the college focuses on empowerment of its girl students to be distinctive members of society by providing quality education, while the Mission statement states how this can be executed through an integrated education of the Head, Hand and Heart. Thus the Vision and Mission of the college, is aimed at promoting the development of abilities and skills in the cognitive, affective, physical and spiritual domain.

Education of the Head : We have used autonomy to enhance the quality of the traditional B.A., B.Com. courses as well as the self financed courses like BBA, BCA and B.Sc.(Comp.Sc.). The autonomous curriculum offers contemporary syllabi to hone the intellectual abilities of the students. It is framed to:

- a) Develop in-depth subject knowledge, critical thinking and reasoning abilities
- b) Enable students to master skills of analysis and synthesis
- c) Nurture skills of lifelong learning even outside the academic setting
- d) Promote the spirit of inquiry among young graduates
- e) Encourage research culture right from the UG level wherein students are especially given projects which would translate theory into application and knowledge into know-how.

Education of the Hand: In order to enhance student competencies and self-employment opportunities, we have an inbuilt 'experiential' component in our curriculum; we have taken extra efforts to include activities like yoga, self-defense, mastering counselling skills, training for working in NGOs and acquiring entrepreneurial skills; some short term extra credit courses like acquisition of a foreign language, dance, courses in film making and travel and tourism look forward to making our students employable in fields other than in pure academics.

Education of the Heart: Curricula are also designed to teach values of life. We have 'Sanctuary' every day to inculcate in our students moral and ethical values and reverence for all forms of life. As a quality enhancement initiative, the value based education has been converted to a credit course in the choice based credit system.

Our special emphasis and encouragement on Social and Community Outreach adds value to the emotional quotient of our students.

1.1.2 Describe the mechanism used in the design and development of the curriculum. Give details on the process. (Need Assessment, Feedback, etc)

We undertake extensive and intensive academic exercise for the restructuring of the courses. The following is the model of curriculum development followed by the college

1. **Need assessment:** This is the first stage of our curriculum design. Factors such as market / social relevance, the needs of advanced as well as slow learners and the

expectations of our stakeholders are balanced with the mission and vision statement of the college and the core aims of higher education. Care is taken to see that UGC and University guidelines are adhered to.

2. Development of information database: Curriculum contents are largely based on:

- a) Research by our faculty, study of the curricula of other academic institutions, international reference and research materials, study of journals and available digital sources
- b) Feedback from students and alumni
- c) Inputs from representatives in industry, NGOs and experts in the field, who constitute our statutory BOS
- d) Learning experiences and desired outcomes. The syllabus revision is done in alignment with global needs.

3. Formalizing academic decisions: After brainstorming at the BOS level, the final version of the syllabus is presented to the Academic Council. The Council assesses the syllabus for its competency, relevance and contemporariness. A minimum 25 % change in the course content during every syllabus revision has been made mandatory. Feedback for changes, if needed, is given, followed by the final approval.

1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

- As mentioned above industry, research bodies, and civil society help in development of the information database required in formulating the syllabus.
- Members of the BOS include reputed external academicians, consultants / industry experts, members of well-known social organizations and our alumni who make meaningful and practical contribution to course development.
- Our Academic Council has HODs from every department who participate in the curriculum finalisation process to ensure a holistic interdisciplinary approach.
- Some departments have undertaken an academic audit from reputed scholars and Industry experts. Interaction with invited speakers and research collaborations give us an insight into the emerging and interdisciplinary areas of the discipline. These insights further enhance our curriculum design and development process.
- The involvement of the stakeholders ensures the academic rigour, objectivity, contemporariness and relevance of the curricula.

1.1.4 How are the following aspects ensured through curriculum design and development?

*** Employability**

- We continually upgrade our syllabi to match the demands of the market and to make the students more employable. Feedback from the employers testifies the same.
- The curriculum is designed to impart skills in entrepreneurship, language, public speaking, use of computers and logical thinking; it also helps them to acquire soft skills and business skills such as accounting, taxation, banking etc. and skills for competitive

exams such as UPSC / MPSC / NET / SET. Similarly, in the Arts stream, students develop skills for jobs in teaching and voluntary sectors such as, public services, social work, counselling, etc.

- Additional credit courses in foreign languages and Spoken English have added to the employability of the students.

* **Innovation**

- Restructuring of the syllabus is focused on contemporariness and employability
- Inclusion of experiential learning components
- Value based credit course, in keeping with the mission of the college.
- Modular flexibility in selected subjects.
- Offering different syllabi in keeping with linguistic competencies.
- Inclusion of research methodology across disciplines.

* **Research.**

- Our curriculum promotes the ability to reason systematically and logically about critical questions and issues. Courses in research methodology are an integral part of several undergraduate programs.
- Students enrolled for the M.Com course have to compulsorily write a dissertation; while the M.A. Economics course offers it as an option in lieu of a theory paper.
- Students present research projects as part of their internal assessment tests.

1.1.5 How does College ensure that the curriculum developed addresses the needs of the society and have relevance to the regional / national developmental needs?

Under Autonomy, the basic thrust has been to shape and deliver a curriculum that prepares students not only for the rigours of the intensely competitive employment market but also for facing up to societal needs – be it within the family or the larger domain of social relationships and responsibilities as good citizens with ethics at the workplace.

Our constant endeavour is to equip our students to contribute meaningfully to national and social development. To this end, relevant components like human rights awareness, gender sensitisation, citizenship training, national and social integration, as well as global issues like environmental protection, feminist studies, peace initiatives, business ethics, consumer protection and effective interpersonal communication are in built into our curricula at all levels. Many of our programmes adopt an inter-disciplinary approach, which promotes emerging trends.

Further, institutionalizing the Sanctuary as a compulsory credit based course with a well defined curriculum has contributed in a big way to fulfilling one of the major aims of higher education.

1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

All our Departments are kept apprised of UGC guidelines and the statutes of the Affiliating University regarding the syllabus. Many of our senior faculty members are representatives on the BOS of the Savitribai Phule Pune University at the sub-committee level.

Over the years we have realised the importance of introducing ‘value education’ as a compulsory component of our curriculum. Our confidence in the efficacy of this practice has been strengthened by the way it has impacted our students long after they have left the college. Hence we have always projected our Sanctuary as one of the best practices of the institution - be it at a state level or a national level meet on higher education – hoping that we will inspire other colleges to follow in our footsteps.

1.2 Academic Flexibility:

1.2.1 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options

Degree Courses:

- i) B.A.–with specialisation in: English, Sociology, Economics, Psychology
- ii) B.Com–with specialisation in: Banking, Cost Accountancy, Marketing, Business Administration, Business Entrepreneurship
- iii) B.B.A. - with specialisation in : HR, Sales and Finance
- iv) B.B.A. (C.A.)
- v) B.Sc. - with specialisation in : Computer Science
- vi) M.A. - with specialisation in: Sociology, Economics, English
- vii) M.Com. - with specialisation in: Business Administration.

Commerce Degree Programme

Year	Core/ Compulsory Subjects	Electives
F.Y.B.Com	Compulsory English	Banking and Finance/Business Administration/ Business Entrepreneurship/ Marketing and Salesmanship
		Business Economics / Managerial Economics
	Accountancy	Mathematics/ Politics/ History/ Education/ Sociology Business Ethics/ Marketing/ Psychology
		Optional English/Hindi/Marathi/Sindhi/ Advanced IT

S.Y.B.Com	Environment Studies	Business Management [Hospitality Management/Travel and Tourism Management]
		Business Communication/ Optional English
		Advanced Macro Economics/ Fundamentals of Economics
		Corporate Law
	Accountancy	Banking/ Business Administration/ Business Entrepreneurship/ Costing/ Marketing
T.Y.B.Com	Business Regulatory Framework	Indian & Global Economic Development/ International Economics
	Advanced Accountancy	Paper of specialisation chosen at SY level
	Auditing & Taxation	Paper of specialisation chosen at SY level

Arts Degree Programme

Year	Core/ Compulsory Subjects	Electives
F.Y.B.A	Compulsory English	Optional Languages: Optional English/ Hindi/Marathi
		Politics/History/Business Math & Statistics
		Psychology/Foundation Course in Marketing
		Education/Foundation Course in Commerce/Textile Study
		Indian Economy / Banking / Business Administration / Business Entrepreneurship
		Foundation Course in Accountancy
		Sociology/Business Maths & Statistics
S.Y.B.A and TYBA	3 papers of the chosen specialisation : English/ Economics/ Sociology/ Psychology	Any 2 of the nine optional subjects offered at FYBA level

B.Sc. (Computer Science) Programme

Year	Core/ Compulsory Subjects	Electives
F.Y. B. Sc Sem - I	Problem Solving Using Computers and C programming	
	File Organization and Fundamentals of Databases	
	Discrete Mathematics	
	Algebra and Calculus	
	Statistical Methods -I	
	Statistical Methods -II	
	Principles of Analog Electronics - I	
F.Y. B.Sc Sem - II	Principles of Digital Electronics - I	
	Problem Solving Using Computers and C programming-II	
	File Organization and Fundamentals of Databases-II	
	Graph Theory	
	Linear Algebra	
	Statistical Methods -I	
	Statistical Methods -II	
	Principles of Analog Electronics - II	
	Principles of Digital Electronics - II	
	Computer Science Lab Course - I	
	Computer Science Lab Course - II	
	Mathematics Practical	
	Electronics Practical	
Statistics Practical		

S.Y. B.Sc Sem - III	Computer Science - I	
	Computer Science - II	
	Discrete Mathematics - I	
	Mathematics - II	
	Electronics - I	
	Electronics - II	
	English	
	EVS	
S.Y. B.Sc Sem - IV	Computer Science - I	
	Computer Science - II	
	Discrete Mathematics - I	
	Mathematics -II	
	Electronics -I	
	Electronics -II	
	English	
	Computer Science Lab Course - I	
	Computer Science Lab Course - II	
	Mathematics Practical	
	Electronics Practical	
T.Y. B. Sc Sem - V	System Programming & Operating System-I	
	Theoretical Computer Science	
	Computer Networks-I	
	Internet Programming	
	Programming In Java-I	
	Object oriented S/W Egg-I	
T.Y. B. Sc Sem - VI	System Programming & O.S - II	
	Compiler Construction	
	Computer Networks	
	Internet Programming	
	Programming in Java-II	
	Computer Graphics	
	Lab Course I: System Programming & Operating system	
	Lab Course II: Programming in Java & PHP	
Lab Course III: Project		

BBA Programme

Year	Core/ Compulsory Subjects	Electives
F.Y. B.B.A Sem - I	Business Organisation & System	
	Business Communication Skills	
	Business Accounting	
	Business Economics (Micro)	
	Business Mathematics	
	Business Demography & Environmental Studies	
F.Y. B.B.A Sem - II	Principles of Management	
	Principles of Marketing	
	Principles of Finance	
	Basics of Cost Accounting	
	Business Statistics	
	Business Informatics	
S.Y. B.B.A Sem - III	Personality Development	
	Business Ethics	
	Human Resource Management	
	Management Accounting	
	Business Economics (Macro)	
	IT in Management	
S.Y. B.B.A Sem - IV	Production & Operations Management	
	Industrial Relations & Labour Law	
	Business Taxation	
	International Business	
	Management Information System	
	Business Exposure	

T.Y. B.B.A Sem - V	Supply Chain & Logistics Management	Analysis of Financial Statements
	Entrepreneurship Development	AND
	Business Law	Long Term Finance
	Research Methodology (Tools & Analysis)	OR
		Sales Management
		AND
		Retail Management
		OR
		Human Resource Practices
		AND
	Human Resource Management Principles & Functions	
T.Y. B.B.A Sem - VI	Business Planning & Project Management	Financial Services
	Event Management	AND
	Management Control System	Projects/ Cases In Finance
	E-Commerce	OR
		Advertising & Sales Promotion
		AND
		Projects/ Cases In Marketing
		OR
		Labour Laws
		AND
	Projects/ Cases In HRM	

BBA(CA)/BCA Programme

Year	Core/ Compulsory subjects	Electives
F.Y. B.B.A (CA) Sem - I	Modern Operating Environment & Operating System	
	Financial Accounting	
	Principles of Programming & Algorithms & Introduction to C language	
	Business Communication	
	Principles of Management	
	Laboratory Course – II (Based on Paper no BC11501 & BC11503)	

F.Y. B.B.A (CA) Sem -II	Procedure Oriented Programming using C	
	File Organization & Data Base Management System	
	Organizational Behavior	
	Computer Applications in Statistics	
	E-Commerce Concepts	
	Laboratory Course – II (Based on Paper no. BC21501 & BC21502)	
F.Y. B.B.A (CA) Sem - III	RDBMS (Relational Database Management System)	
	Data Structure Using C	
	Introduction to Operating Systems	
	Mathematics & Statistics	
	Software Engineering	
	Laboratory Course – III (Based on Paper no. BC31601 & BC31602)	
F.Y. B.B.A (CA) Sem - IV	Object Oriented Programming Using C++	
S.Y. B. B.A. (CA)	Programming in Visual Basic	
	Computer Networking	
	Enterprise Resource Planning and Management	
	Human Resource Management	
	Laboratory Course – III (Based on Paper no BC41601 & BC41602)	

T.Y. B.C.A. Sem - V	Java Programming	
	Web Technologies	
	Dot Net Programming	
	Object Oriented Software Engg.	
	Software Project – I [Based on C++ / VB Technology]	
	Laboratory Course – V [Based on Paper No. 501 & 502]	
T.Y. B.C.A. Sem VI	Advanced Web Technologies	
	Advanced Java	
	Recent Trends in IT	
	Software Testing	
	Software Project – II [Java / Dot net Technology]	
	Laboratory Course – VI [Based on Paper No. 601 & 602]	

PG Courses

M.Com: This degree is offered with specialisation in Business Administration

M.A. : This degree is offered with Sociology, English and Economics specialisations.

The cut-off percentage varies depending on the number of applications received and the number of seats available.

b. Enrichment courses: As a quality enhancement measure, we have been offering several supplementary courses as additional credit courses to cater to the needs of our students. Some of these are as follows:

- UG Certificate Programme on ‘Gender and Development’ in collaboration with Womens’ Studies Centre, SPPU.
- Performing Arts
- Yoga/Pranayam
- Self-defense
- Tally 09
- Travel and Tourism
- Spoken English
- Foreign language – Spanish, French
- Basic/Advanced IT
- MPSC/UPSC/NET/SET Coaching
- Athletics / Sports

- A Course in Dietetics and Nutrition
- Human Rights
- Cyber Security
- Making of Films

c. Courses offered in modular form: NIL

d. Credit transfer and accumulation facility: Although there is no provision for credit accumulation facility with respect to the credits allotted for the core courses, the credits for the additional credit courses can be accumulated. They are reflected in the final year mark sheet.

e. Lateral and vertical mobility within and across programmes and courses: Lateral mobility is allowed from

Science → Commerce → Arts degree programmes, as per the eligibility rules of the parent University.

Or

Science / Commerce / Arts → Professional Courses – BBA/ BBA(CA)

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If ‘no’, explain the impediments.

As we have very few international students coming to us, we do not have any courses specially designed for them.

1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.

The Statutes of our degree awarding parent university do not permit the introduction of such programmes.

1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

Yes, the college does offer some self-financing programmes. They are as follows:

- All the Masters Programmes - English, Economics, Sociology, Commerce.
- UG programmes - B.B.A., B.B.A. (CA), B.Sc. (Computer Science)
- B.A. (Psychology).

The policies regarding admission, fee structure, teacher qualification and salary are on par with the aided programmes.

1.2.5 Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?

Yes. All programmes are covered under the CBCS.

1.2.6 What percentage of programmes offered by the College follows:

- **Annual system:** None
- **Semester system:** 100% i.e. all programmes offered by the college
- **Trimester system:** None

1.2.7 What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?

The Statutes of our degree awarding parent university do not permit the introduction of inter disciplinary programmes. However, the college offers several **additional credit courses**.

- **Please refer to Point no. 1.2.1(b): Academic Flexibility- Student Enrichment** that are all inter disciplinary. Students across the Arts, Commerce and Science streams – both UG and PG - have benefitted from these programmes.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

We mandate syllabus revision once in five years. However, changing academic scenario and policy changes have also led us to modifying syllabi after seeking the approval of the concerned subject BOS and the Academic Council. For e.g. Changes in Government laws and policy necessitate changes in subjects like Economics, Corporate/ Mercantile Law. The Accounts Department too made changes in their syllabus as per the changes made in International Accounting and Reporting as adopted by INSAS in India.

1.3.2 How many new programmes have been introduced at UG and PG level during the last four years? Mention details.

- * **Inter-disciplinary:** None.
- * **Programmes in emerging areas:** Please refer to Point no.1.2.7.

1.3.3 What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?

All the courses (100%) under academic autonomy since 2007 have undergone major revision of their curricula.

We have used an ‘adapted’ version of Outcomes Based Integrative Model (OBID), refined over the last nine years under autonomy. We have chosen to allow a teacher-student-stakeholders interface to guide content and methods rather than being strictly guided by specified behavioural objectives. To this end, the steps are as follows:

Step 1 :Diagnosis of need

Step 2: Formulation of objectives

Step 3: Selection of content

Step 4: Organisation of content

Step 5: Selection of learning experiences

Step 6: Organisation of learning experiences

Step 7: Determination of ‘how’ and ‘what’ to evaluate

1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

- a) **‘Art of Living’ : A value based course**

Our daily Sanctuary period is devoted exclusively for developing ethics and life coping skills. A special time slot is allotted in the college timetable for the conduct of this course. There is an examination at the end of the year which every student must clear in order to graduate.

We build community orientation through our NSS programme and social outreach programmes.

In addition we conduct workshops on Time Management, Stress Management, Yoga, Pranayam, Memory Improvement, Fear Management, etc.

b) An Undergraduate Certificate Course on ‘Gender and Development’ in collaboration with Women’s Study Centre, Savitribai Phule Pune University

The course is conducted in each of the two semesters. In the first semester the course is organized for English medium students, and in the second semester for the Marathi medium students. The course highlights the following themes: Women in India: An Introduction; Social Empowerment of Women; Women, Labour and the Economy; Women, Law and Politics; Women’s Movements and Organisations and Field Work.

c) Entrepreneurship

We conduct a course in Entrepreneurship which essentially aims at imparting entrepreneurship and employment skills. Besides, we conduct workshops on Public Speaking, Communication Skills, Decision-Making Ability, Leadership Skills, Personal Grooming and Corporate Etiquette, Creative Writing, Career Counselling and Interview Techniques.

d) Courses for Career Training

We offer special inputs on UPSC and MPSC Training, Computer Courses, Web Designing and workshops on ‘Clearing NET/SET’.

The Entrepreneurship Development Cell conducts workshops in pottery, cold ceramics, fabric painting, perfume making, candle making, cake and chocolate making in order to provide opportunities for self employment.

The College has signed an MoU with ‘Right Path’ for training students in Career Counselling.

Workshops are conducted to familiarise students with skill sets required for working with NGOs and training them in acquiring these skills.

e) Please refer to point no. 1.2.1 (b) for details of other value-added courses.

The college ensures that every student has access to each one of the above stated programmes. If a student desires to take up more than one of the above stated programmes, adjustments are made in the time table to accommodate her; sometimes the course instructor is requested to alter the timings of the course.

1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

Our Affiliating University has signed an MoU with the NSDC. Hence the college has access to expertise and know how in the conduct of skill based courses as outlined by the NSDC, and conducts additional courses on Human Rights, Cyber Security and Yoga in a manner consonant with national requirements.

1.4 Feedback System

1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

We have an automated feedback mechanism that registers formal feedback of each and every student on curriculum content as well as curriculum transaction by faculty.

As against the manually conducted feedback mechanism in the form of a questionnaire that was used earlier, the automated system has overcome the inadequacy of coming to misleading conclusions based on a small sampling, as feedback from each and every student can be taken now. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the teaching-learning status of the college.

The automated system is a highly confidential and standardised system where students register their feedback in the form of online ratings. These ratings are interpreted by the computer according to a standardised system and made available through electronic mode to the Principal, the concerned faculty and the Head of the Department for improvement and enhancement in the curriculum as and when required.

Please refer to Graph 1.4.1.

1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

Yes, we do attempt to receive feedback from outside faculty. For e.g. the Department of Sociology sought guidance and feedback from some of the eminent sociologists from JNU, Delhi University and Hyderabad Central University for their M.A. syllabus. They have strongly endorsed the contemporariness, relevance and innovativeness of the courses. Feedback and approval on curriculum is obtained through curricula audits by eminent scholars in that subject other than our BOS members.

We have gone through an elaborate evaluation process in 2013 when we were visited by the UGC Review Committee and the Savitribai Phule Pune University (our parent university) Review Committee for extension of our Autonomous status. The feedback that we obtained from them has helped us introduce systems that have made our autonomous curriculum more vibrant and robust.

1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

a) Alumni: Our Alumni, who have excelled in their respective fields, are part of our BOS. As such they bring to us valuable inputs based on their experiences in the outside world.

Some of our alumni directly interact with students in the classroom and share their knowledge and experiences with the students. Their feedback from classrooms has helped us in meaningful ways in the revision of curricula

b) Employers / Industry Experts: The Board of Studies for each subject has at least one member with an industrial or professional background. These members formally provide a critique of the curriculum and practical, objective inputs for curriculum construction and delivery.

c) **Community:** We place our reliance on parents as constituents of community. Their feedback is sought in formal structured meetings as well as informally. For e.g. an interface with parents was organized to obtain their feedback on autonomy.

d) **Academic Peers:** Suggestions made by members of the Boards of Studies, paper setters and moderators are used to review and modify the curriculum. A formal audit of our syllabus is under process.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

As a **quality sustenance measure**, the college continues

- To develop a need- based curriculum devised on formal student feedback
- To prepare a curriculum in consultation with academic peers, industry experts and consultants. The Board of Studies for each subject has at least one member from 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.
- To allow students the flexibility to choose one subject from an alternate stream
- To avoid repetitions across all syllabi by arranging a reading session by members of the Academic Council
- To offer subjects in Basic and Advanced levels
- To include the gender perspective in several subjects
- To give emphasis on inclusion of the experiential learning component
- To allow modular flexibility in selected subjects.
- To ensure academic flexibility in the use of time frame - our examination ordinances continue to be student friendly and prevent the incidence of dropouts.

Recognizing the need to initiate up-to-date content, new courses that are in tune with emerging national and global needs and to impart an education that realizes core values, some **quality enhancement measures** have also been introduced. They are as follows:

- Our emphasis on value based education has been formalised by introducing our daily sanctuary session as a credit course.
- Revamping curricula to maintain contemporariness, relevance and promotion of competency based skills. For e.g. A new paper entitled ‘Contemporary Issues in Economics’ has been introduced at the M.A. level which has as one of its components ‘Environment for Sustainable Growth, Climate Change and Implications for Development’; the English syllabus incorporates the latest developments in the field of literature and the use of the English language. Newer forms of expression like the graphic novel and social activism through social media have been incorporated and special attention has been paid to imparting practical teaching skills; ‘Introduction to Behavioural Finance’- a new paper has been introduced at the M.Com level to acquaint the students with the upcoming trends in the financial market; the ‘Business Management’ paper has a new capsule on ‘Event Management’; the Psychology students now have a whole module on ‘Positive Psychology’ and focus on topics like ‘Conflict and Peace Making’; for the first time in Indian universities and colleges, papers on ‘Sociology of

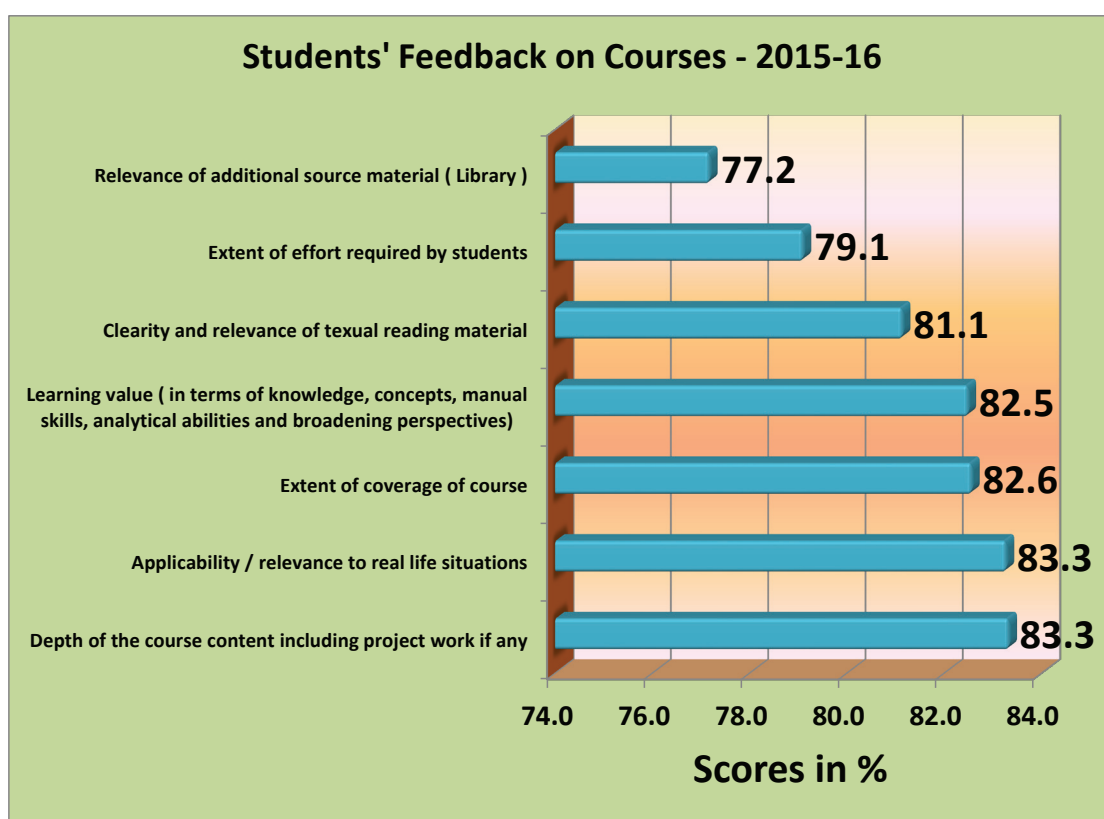
Culture and Cultural Studies’ and ‘Sociology of Culture and Art’ have been introduced for M.A. Sociology students.

- Academic auditing of syllabus by outside academia
- Consulting national and international faculty
- In-house compilation of text books, especially by language departments
- Increase in student – industry interface

Any additional information regarding Curricular Aspects, which the institution would like to include.



Graph 1.4.1.



CRITERION II

Teaching-Learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 How does the College ensure publicity and transparency in the admission process?

Details regarding the admission process, such as dates of commencement for online registration, dates of announcement of merit list, fee structure for various courses, documents required to be submitted during admission, subject options available for every course, etc. are put up on the college website at least seven days prior to the commencement of the online form filling process.

An updated prospectus is published every year and provided to each candidate along with the application form.

For professional courses, advertisements are issued in prominent newspapers.

For all courses, merit lists are displayed for general, minority and reserved category students.

St. Mira's is an aided institution with linguistic minority status. As such, 50% of the seats are reserved for Sindhis. The remaining seats for F.Y. classes are filled in accordance with Government and Savitribai Phule Pune University guidelines for general and reserved categories.

Notices cautioning students and parents against touts and notices declaring that no capitation fees are ever taken for admissions, not even for Management Quota seats, are displayed at prominent places in the campus.

2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programmes by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

The entire admission process follows a systematised, streamlined method that is completely transparent and computerised.

All admissions are done as per government norms through an online system for all classes. The online admission software is customised and has created a sound database of all students. It generates student profiles of various types for analysis and is useful in executing important functions such as generation of roll numbers, G.R. numbers, and assists in procuring information for student scholarships, records for examination cell, attendance records, printing of I-cards, etc. Moreover, it helps to generate merit lists during admission which are displayed on the college website. During admissions help desks are set up; guidance and counselling is provided to students by the faculty regarding choice of streams and optional subjects.

For UG:

First year : Our own students from class XII are given preference; the remaining seats are allotted as per merit and according to Government rules/quota system so as to ensure

social justice.

Students from outside the state are admitted with due clearance from the University. The first/second Merit Lists are prepared on the basis of the computerised rank list.

Second Year: Admission to special subjects/options at S.Y. level is finalised on the basis of marks obtained in the subject at the first year level and counselling sessions with HODs

For Outsiders:

Same as for the F.Y. Courses.

All Second Year students are promoted to the Third Year provided they do not have any First Year backlog.

No new student is admitted to the T.Y. Class.

PG Admissions:

Students who have Graduation degrees from Savitribai Phule Pune University are admitted directly for the PG courses.

For students from other universities, students are admitted after interview with HODs and after fulfillment of Savitribai Phule Pune University eligibility conditions.

2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The college has an admission committee to monitor the admission process and student profiles annually. Pre-admission meetings are held and admission procedures to be followed are discussed.

The committee assesses whether all admissions have been effected according to the norms decided upon.

We have used the review of student profiles to provide us with valuable information regarding

- i) Their economic status-useful for deciding on the scholarship they may be eligible for.
- ii) Their previous performance helps to categorise them into basic and advanced learners.
- iii) Their hobbies and talents- these can be developed and used for benefit of the college and increasing their self-esteem.

2.1.4 What are the strategies adopted to increase/improve access to students belonging to the following categories

- SC / ST
- OBC
- Women
- Different categories of persons with disabilities

- **Economically weaker sections**
- **Outstanding achievers in sports and extracurricular activities**

There is a provision for reservation of seats for the disadvantaged community, for the differently-abled, for the economically weaker sections of society, children of military personnel, as well as sports students. They are admitted under the categories reserved for their benefit—if necessary with a reduction in cut-off percentage. The reservation is in accordance with the admission policy of the Government. The Management too takes special care to facilitate admission of students who are first generation learners and those coming from single parent homes.

Special scholarships, freeships and fee concessions are made available to needy and deserving students. We have an ongoing programme of English remedial teaching, spoken English and soft skills development in addition to regular counselling to ensure equity for such students.

Outstanding achievers in sports and extra-curricular activities are honoured and awarded prizes on the Annual Day.

Athletes are provided with a special, nutritious diet to help them perform.

2.1.5 Furnish the number of students admitted in the College in the last four academic years.

Categories	2012-2013		2013-2014		2014-2015		2015-2016	
	Male	Female	Male	Female	Male	Female	Male	Female
S.C.		203		245		220		248
S.T.		13		40		45		59
O.B.C.		100		139		118		139
N.T. (VJ)		17		16		15		16
S.B.C.		3		3		3		5
General		1547		1453		1629		1710
Others (N.R.I and Int. Cell)		11		5		3		8

Please refer to graph 2.1.5

2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase/decrease.

Programme		Number of applications received	Number of students admitted	Demand Ratio
UG	Year			
F.Y.B.A.	2012-13	269	150	1.8 : 1
F.Y.B.Com.		597	350	1.7 : 1
F.Y.B.Sc. (Comp. Sci.)		65	65	1 : 1
F.Y.B.B.A.		98	73	1.3 : 1
F.Y.B.C.A.		78	60	1.3 : 1

F.Y.B.A.	2013-14	378	197	1.9 : 1
F.Y.B.Com.		521	351	1.5 : 1
F.Y.B.Sc. (Comp. Sci.)		46	46	1 : 1
F.Y.B.B.A.		71	56	1.3 : 1
F.Y.B.C.A.		72	47	1.5 : 1
F.Y.B.A.	2014-15	332	240	1.4 : 1
F.Y.B.Com.		530	362	1.5 : 1
F.Y.B.Sc. (Comp. Sci.)		75	75	1 : 1
F.Y.B.B.A.		101	81	1.2 : 1
F.Y.B.A.(CA)		103	73	1.4 : 1
F.Y.B.A.	2015-16	324	220	1.5 : 1
F.Y.B.Com.		573	370	1.5 : 1
F.Y.B.Sc (Comp. Sci.)		66	66	1 : 1
F.Y.B.B.A.		117	81	1.4 : 1
F.Y.B.C.A.		88	64	1.4 : 1
F.Y.B.A.	2016-17	341	209	1.6 : 1
F.Y.B.Com.		562	317	1.8 : 1
F.Y.B.Sc.(Comp. Sci.)		65	65	1 : 1
F, Y. B.B.A.		120	81	1.5 : 1
F.Y.B.C.A.		80	55	1.5 : 1
PG	Year			
F.Y. M.Com.	2012-13	38	38	1: 1
F.Y.M.A.(Eng).		29	29	1: 1
F.Y.M.A.(Socio.)		17	17	1: 1
F.Y.M.A.(Eco.)		8	8	1: 1
F.Y.M.Com.	2013-14	30	30	1: 1
F.Y.M.A.(Eng.)		26	26	1: 1
F.Y.M.A(Socio.)		13	13	1: 1
F.Y.M.A(Eco.)		10	10	1: 1
F.Y. M.Com	2014-15	10	10	1: 1
F.Y.M.A.(Eng.)		22	22	1: 1
F.Y.M.A.(Socio.)		15	15	1: 1
F.Y.M.A.(Eco.)		26	26	1: 1
F.Y.M.Com	2015-16	39	39	1: 1
F.Y.M.A.(Eng.)		21	21	1: 1
F.Y.M.A.(Socio.)		13	13	1: 1
F.Y.M.A.(Eco.)		8	8	1.0

F.Y. M.Com.	2016-17	52	52	1: 1
F.Y.M.A.(Eng.)		26	26	1: 1
F.Y.M.A.(Socio.)		17	17	1: 1
F.Y.M.A.(Eco.)		11	11	1 : 1

The content of the Arts curriculum has been attracting many good students for the B.A. programme.

2.1.7 Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.

Nil

2.2 Catering to Student Diversity

2.2.1 Does the College organise orientation/induction programmes for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.

The first two weeks of the first academic term is utilised in providing orientation to students regarding

- Various courses, streams and optional subjects offered by the college and the autonomous system adopted by the college
- The importance of the college Sanctuary which has been institutionalised as a value based course
- Rules and regulations of the college regarding attendance in classes, restrictions in the use of mobile phones, anti-ragging and sexual harassment statutes
- The existence and functioning of the grievance redressal cell, free and compulsory medical check-up and the student counselling cell
- Details of the examination system-components of internal continuous assessment, our system of evaluation-Choice Based Credit System with Grading, rules of promotion from one class to another, examination form filling dates, etc. The Controller of Examinations conducts these orientation sessions
- Training at the IT lab to equip each and every student for the online examinations–an important component of our continuous assessment. The computer lab attendants conduct these sessions patiently and diligently
- Resources and facilities available in the library. The library staff conducts programmes for every class to update students on the issue and return of books, rules regarding meaningful and maximum use of the library and its schemes for different kinds of learners
- The N.S.S. programme officers conduct sessions to help students understand the importance of joining N.S.S, the different activities organised for the members and the commitment required to be an N.S.S volunteer. Enrolments are encouraged only after this orientation
- The Student Welfare Officer explains details of the welfare schemes instituted by the University for the students, the rules and regulations to be observed if one wants to be a part of the ‘Earn while Learn’ scheme, etc.

- A detailed orientation for students desirous of availing various Government, University and UGC scholarships is provided by the administrative staff of the college
- Arrangements are made for students of all classes to visit ‘Darshan’- a technological marvel elucidating the life and teachings of our legendary founder Sadhu Vaswani. These visits help students to understand the vision and philosophy on which the institution was founded, which is theirs to share, cherish and respect.

Except in special cases the orientation is carried out by the Vice Principal, subject teachers, class counsellors, H.O.Ds, coordinators of various committees and its members. The ‘Sanctuary Hour’ provides a useful platform for informing the students of upcoming intra and inter-college events and activities.

Such orientation programmes help to improve information transfer from the prospectus/ website to the students/parents; they help students/parents gain clarity of some important procedures and systems followed by the college, they help to do away with students’ apprehensions about autonomy and its processes. The feedback from students, staff and parents is analysed and discussed at our general staff meetings to improve our functioning.

2.2.2 Does the College have a mechanism through which the ‘differential requirements of student population’ are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

For admission to the B.A./B.Com/ B.Sc./ B.B.A./ B.C.A. courses, performance at the Board examinations, personal interviews and aptitude tests are the means used to assess students’ knowledge needs and skills. Students’ different learning abilities are taken into consideration while offering remedial/bridge courses.

Every teacher provides a learner-oriented introduction to her own course and elicits responses from the student body which help her to gauge their level.

Some key issues that emerge from such an analysis are as follows:

- Differential communicative and linguistic competence—addressed by offering special remedial classes in English and a heavily subsidised, additional credit course on ‘Spoken English’ for the economically disadvantaged regional medium students and first generation learners
- Gaps in the knowledge base of students from outside Maharashtra - Special, free coaching is provided outside class hours by the subject teachers; the ‘Buddy System’ i.e. free coaching by advanced learners, is encouraged
- Heterogeneous learning abilities of students - ‘Advanced learners’ are assigned additional learner-oriented, skill-building assignments and Book Bank facilities.
For further details please refer to point no. 2.2.5
- The economically weak students are provided with the facility for payment of fees in easy instalments and helped in liaising with banks for procurement of educational loans.

2.2.3 Does the College provide bridge/Remedial/add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?

The first week of every semester is conducted as an orientation/ bridge course for all regional medium students as also for those who switch over from one stream to another. Special programmes are also designed to give them additional inputs on communication skills, personality development and building self-confidence.

Additional Credit courses are conducted with the advent of the Choice based Credit System. These help students acquire extra credits throughout the programme, which are accumulated, recognised and reflected in their mark- sheets at the T.Y. level. These courses are inter-departmental, such as Certificate Course on ‘Gender and Development’ and courses on Personality Development, Introduction to Film making, Foreign Languages, Dancing, Tally or subject specific such as ‘Python’ for Computer Science students. These courses are scheduled after class hours and mostly conducted by external experts; assessment is carried out and grades submitted to the examination cell.

Year	Additional Credit Courses offered	No. of Credits	Department
2015-16	Value Education	2	All faculty
	Yoga	2	Sports
	Taekwondo	2	Sports
	An Introduction to Film making and Editing	1	English
	Tally 9	1	Accountancy
	Personality Development	1	B.B.A.
2016-17	French	2	English
	Spanish	2	English
	Bharat Natyam	3	Cultural Committee
	Spoken English	2	English
	Quantitative Techniques	2	Mathematics Computer Science
	Python	1	Computer Science

On the anvil are courses in ‘Travel and Tourism’ and ‘Nutrition and Dietetics’.

2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; - student from disadvantaged sections of society, economically disadvantaged, physically challenged and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.

The Computer Science Department of the college has been extremely innovative and has devised a ‘Result Progress Software’ that makes it possible to study the incremental academic growth of different categories of students. The graph generated by the software clearly indicates the learning curve of the student over a period of time.

- Thus, the performance of the student at the entry level and in each successive semester examination can be compared—increasing, decreasing or constant.
- Such monitoring of the student’s progress ensures timely rectification of learning/

teaching/evaluation methods.

- Teachers have used this information to gauge the strengths and weaknesses of the incumbents, paying special attention to their weak areas and encouraging their strengths.
- The above practices have drastically reduced the number of drop outs, improved their performance and above all their self-esteem.
- **Please Refer to graph 2.2.4. (a) and 2.2.4. (b)**

2.2.5 How does the institution identify and respond to the learning needs of advanced learners?

Study of student profile at entry level, classroom interactions and performance in internal assessment tests help us identify the advanced learners. Such learners are encouraged to:

- i) Offer additional credit courses which will help them add value to their degrees. Very often the timetable is altered to enable these students to offer more than one credit course.
- ii) Take up research-based projects as internal assessment in order to increase their knowledge base of the subject.
- iii) Take on the task of helping and mentoring weak students. This not only strengthens their grasp of the subject, but also adds to their self worth.
- iv) Participate in Seminars and Conferences meant for students of Post-Graduate classes.

2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

- For the differently-abled students we provide admissions as per special quota of Government norms.
- For the visually impaired, we have audio recordings of study material and books in Braille at the library. They are provided with Braille paper free of charge. Writers are provided for their examinations. We also prepare audio question papers and collect their answers in audio format.
- For those who are physically challenged we have ramps and lift facilities to provide mobility on wheel chairs.

2.3 Teaching-Learning Process:

2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

Teaching-Learning Schedules:

A semester ideally comprises of at least 90 working days.

- a) An Academic Calendar is prepared at the commencement of the first term in June. The IQAC informs the Committee in charge of making the Academic Calendar about the dates of the major college activities and the calendar is prepared keeping in mind the minimum no. of working days.

The details included in the Academic Calendar are:

- Admission schedule
- Dates of commencement and conclusion of academic terms
- Schedule of various kinds of Orientation programmes for freshers
- Time period for submission of documents pertaining to reserved category students
- Time table of Examination related activities—dates of filling examination forms, on line examinations, end semester exams, period of conduct of internal flexi tests, announcement of results, etc.
- Dates of Academic Council and BOS meetings, Governing Body, Finance Committee and Purchase Committee meetings
- Dates for paper setting, submission of questions for online tests, submission of marks of internal tests, dates of commencement of examinations, CAP schedules and announcement of results
- Public holidays and important college events such as the Annual Social Gathering, Celebration of ‘Founder’s Day’, Annual Prize Distribution Day, Sports Day, etc.

b) Teaching Plans:

Every H.O.D meets the members of her department at the beginning of each semester to:

- Scrutinise the Teaching Plan for every paper
- Approve of the Question Bank prepared by the members for each paper
- Decide on the schedule of completion of syllabus and internal assessments
- Plan department activities, both academic and co-curricular, and distribute responsibilities for the same.

It is the responsibility of every H.O.D to monitor the transaction of the curriculum, the adherence to teaching schedules, address grievances of students regarding the above, if any, and ensure the overall quality of the performance of the department.

c) Evaluation Blue Print:

The College follows the Choice Based Credit Semester System with Grading for its 3 year undergraduate degree courses and the two year PG programmes. A student must complete six semesters to qualify for a UG degree and four semesters for a PG degree.

Under Autonomy the college has adopted the following scheme of Evaluation for its Under graduate and Post Graduate Courses:

Scheme of Assessment for Performance under Autonomous Semester Pattern (UG):

Internal Continuous Assessment : 40 Marks

Online (On Demand) Objective Type Test—on fundamentals: 15 marks

Flexi Test—project/seminar/study report/open book exam etc.: 20 marks (10x2)

Attendance: 05 marks

End Semester Written Exam: 60 marks

Total 100 marks

Scheme of Assessment for Performance under Autonomous Semester Pattern (PG):

Internal Continuous Assessment: 40 marks

Flexi Test–project/ seminar /study report/open book exam etc.: 40 marks (20x2)

End Semester Written Exam: 60 marks

Total 100 marks

The schedule for all college internal examinations is prepared well in advance and made known to the students through announcements in class; the dates of end semester examinations are widely publicised through announcements in class, on the notice boards and through the website.

The schedule for examination, central assessment programme, moderation work, announcement of results, and revaluation of papers is decided by the examination cell for all classes.

2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Course outlines and course schedules are prepared well in advance, first by the subject teachers, and then submitted to the H.O.D. for scrutiny. Departmental meetings are held to ensure that schedules are practical, well- spaced and balanced, particularly the schedules of testing under continuous assessment.

The end semester examination is centralised and its schedule is determined by the COE and approved by the examination committee. End semester examinations are scheduled on alternate days to provide a stress free module for the students and simultaneously enable the teaching staff to engage in assessment work.

2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?

While lectures are used as a prominent pedagogical method, conscious efforts have been made in the last few years to adopt innovative methods of teaching–learning. They are as follows:

- Interactive methods of teaching such as case studies, role play and group discussions are being used by a large number of faculty members in their day-to-day teaching.
- Use of ICT in teaching is facilitated with the college setting up an AV Room for usage of multimedia teaching aids.
- Classrooms with computers and L.C.D projectors are used extensively for making PowerPoint presentations.
- We have installed units to view educational telecasts through colour television, cable/satellite receiving facility, TV tuner card (for recording and convenient replay of suitable educational programmes).
- Students and staff avail of the internet facility (broadband connection) in the computer lab as well as in the library, staff rooms and departmental cubicles for research projects.

- Practicals are conducted on a regular basis in the computer labs for all computer courses.
- Project-based and experiential learning is facilitated through industrial and field visits that help make the connect from text book to real life.
- Student participation in seminars and workshops, inter and intra college competitions, lecture series, guest lectures, organisation of exhibitions, etc. are being used to increase the knowledge base of the students.
- Usage of open source software such as ‘Scilab’ has made teaching- learning more effective by generating graphs in 3D, thus enhancing the analytical abilities of students.
- Recommendations to students are done on specific areas from study resources, videos that are available online, e-magazines, educational CDs with follow up lecture sessions.
- Remedial teaching sessions are conducted for basic level learners and challenging assignments are designed for advanced learners.

2.3.4 How is ‘learning’ made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

At St. Mira’s we use student-centred learning, to change education into a life-long learning process in which the student seeks solutions to problems without complete dependency upon an instructor. We wish our students to learn to reason on their own (to become critical thinkers) and become continuous learners, problem-solvers, self-directed and requiring little supervision.

- **Please refer to Point No. 2.3.3 and 2.3.8** for our participatory methods of teaching.
- The teacher becomes a facilitator, who guides the learner individually or in cooperative groups by posing problems, setting time limits, providing access to resources, asking leading questions, choosing students to respond, or giving positive responses. The instructor also decides when the focus of discussion needs to be changed or the discussion ended.
- In large classes of 120 students like Compulsory English, Accounts and General subjects the lecture method is inescapable. However, the monotony of the lecture method is broken in a variety of ways.
- Teachers use simple tools like group role play and enactment. Role play is regularly used by the psychology and commerce departments.
- Dance workshops are organised to teach stress management and expression of emotions.
- Story writing through photographs taken on cell phones and wall newspapers on campus events are part of the course.
- In keeping with current times writing of blogs has been introduced as part of the syllabus.

- As a creative component in the F.Y. exam the students are expected to write letters from one character in the story to another, testing not just their imagination but their understanding and ability to enter into the story.

At a more holistic level our **curricular** and **co-curricular** activities attempt

- **To imbibe life skills in the students:**

- Annual cultural events like ‘Exodus’, ‘Spectrum’, ‘Teklogica’, ‘The Mira Bazaar’ and the Sadhu Vaswani Inter-College Debate, provide a platform to elicit the managerial and leadership skills of the students. Their creativity and talent in advertising, obtaining sponsorships and organising events on a large scale come to the fore. They also learn to work as a team, handle emotions, deal with animosities, denials, failures and criticism with a positive attitude.

- **To inculcate and nurture universal human values:**

- At St. Mira’s we believe that ‘life is larger than livelihood’. Some enduring universal values such as respect for different cultures and religions, peace, tolerance, democratic values, justice, equality and reverence for all life are imparted through our daily Sanctuary period. Our course content too focuses on these issues and on the creation of a student community that is not only achievement oriented but compassionate, sensitive and socially responsible. Our Social Outreach programmes, in which the entire college participates, is directed towards this end.

2.3.5 What is the College policy on inviting experts/people of eminence to provide lectures/seminars for students?

- Scientists, consultants, businessmen, writers, actors, entrepreneurs and successful ex-students are very often invited to the campus to interact with the students, share their expertise and inspire them. The idea is to build the students’ confidence on home turf by relating text to activities and then encouraging them to go forth to other colleges. Our faculty utilise their talent to deliver inter-departmental guest lectures.
- **Please refer to Point No. 32 of ‘Evaluative Report of Departments’** for details regarding guest lectures organised by each of the departments with names of experts.

2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.

- We have set up an A.V. room for usage of multimedia teaching aids and presentations. It is also used for screening films.
- 30% of our classrooms are equipped with computers and L.C.D projectors. We have L.C.D projectors in our auditorium and Sanctuary hall where all students gather every day for the sessions on value education.
- We have installed units to view educational telecasts.
- Students and staff make use of the internet facility in the computer labs as well as in the library.
- Movies are used for teaching relevant course content in subjects like Sociology and English.

- Video conferencing is conducted with expert outside the country by Departments of Electronics, Computer Science and Computer Applications.
- We provide access to an e-library.
- Besides, we utilise open source software, YouTube and social media as well.

2.3.7 Is there a provision for the services of counsellors/mentors/advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.

The college follows a multi level mechanism for the process of counselling, mentoring and advising.

- Academic counselling is provided at every stage of the student's tenure in college. They are counselled by the Vice-Principals and members of the admission committee regarding the choice of subjects and streams at the time of admission. During the academic year, subject teachers and class counsellors provide guidance and help in developing effective learning strategies, in the selection of projects for internal assignments, as well as ways to improve their level of academic performance.
- For personal counselling every class has a class representative and a class mentor who addresses all areas of student concern. Faculty is sensitised through FDPs to identify and recognise behavioural issues beyond their area of intervention. Training programs for mentoring are also arranged with experts.
- Students with relationship problems, emotional problems, adjustment problems are referred to the counselling cell, supervised by the Department of Psychology.
- The College has signed an MoU with 'Right Path' for training students in Career Counselling.
- The college follows an open door policy and the students have a 'no restrictions access' to the Principal and Vice Principal of the college.
- The students can also voice their concerns through the suggestion box, which is periodically reviewed and action taken. We have well stated policies and committees for grievance redressal, anti ragging - the details of which are publicised through the notice boards as also through the prospectus which is given to every student.
- As a quality enhancement initiative, we have attempted to implement the peer counselling module for stress management. Students of psychology have been trained to conduct stress management workshops for the students in college. The project is in its nascent phase and will be gradually advanced to a complete peer counselling unit set up.

It is difficult to quantify the number of beneficiaries of the counselling services/mentorship as addressing the personal, academic and social problems of our students is an integral part of the student-faculty-administrative staff relationship in our college.

2.3.8 Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Though the lecture method remains the main vehicle of transacting the curriculum, the last four years have seen our teachers adopt a spate of innovative practices to make learning effective and interesting.

- **Blended Learning:**

This is achieved by a mixing of different learning environments; the traditional face-to-face classroom method is combined with modern computer-mediated activities. Technology and digital materials are being used by almost every teacher to supplement classroom teaching. Audio-visuals in the form of short films, documentaries and posters have the effect of bridging distances, destroying the barrier of time, promoting accurate understanding of an idea and helping retention. They make accessible what is unavailable to the imagination of the students either due to cultural distance or because the events have occurred in the remote past. Engagement with various videos of interviews, advertisements, etc. allows learning to come alive and the students can make the imaginative leap more easily. Feedback from the students has been most encouraging.

- **Interactive Learning:**

Under Autonomy, teachers have the liberty to develop their own course /study material which may be in the form of notes or Powerpoint presentations; the college library provides excellent internet facilities which enables them to share their known e-resources and books with the students. Science students are taught through demonstrations and simulations. Fundamental concepts are explained and students are encouraged to ask questions. Interactive online exercises in grammar, multiple choice, quizzes, etc. inspire a little fun competition in the class. Video conferencing through Skype with experts abroad is used in Electronics, Computer Science and Computer Applications.

- **Collaborative Learning:**

Students are made to work in pairs or in groups of three or four for debates, quizzes, role plays and group discussions; industry sponsored internships, field work and models. Creative learning in groups is encouraged by involving students to work on theme- based posters and projects on current topics.

The Department of Psychology conducts collaborative research projects to bridge the gap between theory and application. The hands-on experience helps students identify Applied Psychology research areas and trains them to troubleshoot through the entire research process. The department also uses a peer education module for stress management workshops.

- **Independent Learning:**

Students are motivated to work on their own, prepare charts and make Powerpoint presentations on a given topic; many senior classes have presentations as part of their assessment. The students make PPTs on various topics and then present them to the class. They are marked on these presentations and do very well in them, often better than in a written test. In making the presentations not only are the students able to express themselves and their creativity, enhancing their confidence, but they also gain experience and learning as they become the teachers. Assignments are given to them for self study and research. The Online Study Material Repository

and the electronic workbook developed by members of the Department of Computer Science promotes self study in subjects like Mathematics.

- **Experiential Learning:**

Almost all subjects in the Science, Commerce and Arts Streams have made the 'experiential learning component' a compulsory part of their course. Students of Science handle apparatus in science labs, Commerce students are engaged in visits to industries where they get to see operations from close quarters, students of Psychology visit hospitals and institutions of mental health, the Sociology department works closely with NGOs, attempts to give an insight into how NGOs work and explores it as a career option after graduation.

- **Efforts made by the institution to encourage innovative practices:**

- The contribution of the faculty is widely publicised
- Others are encouraged to incorporate these practices in the transaction of their respective curricula as well
- The teachers are provided with funds required, if any, to initiate these processes
- They are honoured at the Annual Prize Day Function.

2.3.9 How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?

Our curriculum under autonomy and our teaching approach is outcome based. The students are exposed to situations and are given assignments that require logical thinking and bring out their creativity.

- Students take up research projects that entail logical thinking.
- Research methodology is taught as a subject in some of our courses at PG level and at the T.Y.B.B.A. level.
- Entrepreneurship students prepare business plans .
- Workshops on creativity are organised.
- We also encourage our students to participate in inter-college project competitions organised by other institutions -the prominent ones are 'Avishkar', a zonal level project competition organised by S.P.P.U and 'Stockmind' by ICICI Bank. Our students have brought laurels for three successive years at the 'Stockmind' contest.
- The 'Miss Mira' contest held every year is a good exercise in creativity.
- Projects with working and static models in Electronics and Mathematics, programming in computers, poster making, debates, Powerpoint presentations, wall magazines, story telling, dramatics, creative writing, making of short films, painting, eco-friendly idol making, cookery and street play competitions provide ample scope for the students to think out of the box and give expression to their creativity.
- The college not only rewards the winners with cash prizes, but the participants too are awarded participation certificates for encouragement.

2.3.10 Does the College consider student projects a mandatory part of the learning programme? If so, for how many programmes is it made mandatory?

The college does not consider student projects a mandatory part of all the learning programmes. The programmes in which it is made mandatory are B.Sc.(Computer Science), B.C.A., B.B.A., specialisations in Sociology, Psychology and Post Graduate Programmes (M.A./M.Com) .

- **Number of projects executed within the College-**

Please refer to the table given below.

Year	B.B.A.	B.C.A	M.A / M Com	T.Y. B.A. (Soc.)	T.Y.B.A. (Psycho.)	T. Y. B.Sc.
2011-12	68	59	41	100%	100%	100%
2012-13	88	51	19	100%	Nil	100%
2013-14	125	58	46	100%	Nil	100%
2014-15	179	60		100%	100%	100%
2015-16	48	49	27	100%	100%	100%

- **Names of external institutions associated with the College for student project work**
- **Please refer to Point No. 3.1.5.**
- **Role of the faculty in facilitating such projects:**
 - The faculty frames project guidelines at B.O.S meetings
 - These are clearly explained to students
 - They scrutinise project proposals and help finalise the project to be undertaken
 - Periodic monitoring is done to check the progress of the project
 - Individual interaction is done for the right alignment
 - Our staff take students on industrial visits, liaison with other departments, provide logistics
 - Students submit their project reports to the teacher on scheduled dates and the final joint evaluation and viva is carried out with the external expert.

2.3.11 What efforts are made to facilitate the faculty in learning/handling computer-aided teaching/ learning materials? What are the facilities available in the College for such efforts?

- The college has more than 225 computers with internet facilities distributed over computer laboratories, library, examination cell, office and departmental cubicles. All our faculty have access to these computers.

- All classrooms of the third floor, have computers and LCD projectors. The electronics, mathematics, statistics, computer, language laboratories, the auditorium and the sanctuary hall, too have LCD projectors. The well-equipped audio-visual room is available for all classes.
- Free training is provided to any member who wishes to be familiar with computers or master any particular application. As a result 100% of our faculty is computer literate with full ability to handle computer aided teaching and learning materials.
- Whenever a new software is brought into our system a training program is organised.
- The library conducts sessions to help in optimal usage of all library technology.
- The faculty of the Departments of Computer Science and Computer Application are always available for any extra help required.
- The college has made available a round-the-clock on campus expertise available for anyone who wishes to hone her computer skills.

2.3.12 Does the College have a mechanism for evaluation of teachers by the students/alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?

- Please refer to point No. 1.4.1.
- The feedback is discussed with the selected recruit for appreciation or improvement, as the case may be.
- Please refer to graph no. 2.3.12.

2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes, elaborate on the challenges encountered and the institutional approaches to overcome these.

Every curriculum is well thought out and deliberated upon with subject experts before it is finalised. To facilitate the smooth completion of the syllabus within the given time frame, it is carefully unitised indicating the number of lectures to be used for each unit. Hence, in the normal course of events, there is never a problem in completing the curriculum.

Listed below are some extraordinary situations that the institution has faced and its response to tide over those circumstances.

Challenges in completing the curriculum within the planned time frame and calendar	Institutional approaches to overcome the challenges
Twice a year, the college is a centre for conducting H.S.C. Board Examinations (Pre-degree) where a large number of students from other colleges appear and 67% of classrooms are utilised for nearly 3 weeks each time.	We prepare need based timetables at such times utilising 33% of available space.

Whenever a teacher goes on study leave for attending a refresher course/ orientation program of duration 3 to 4 weeks	Since this is known well in advance the H.O.D allots extra lectures to her before the commencement of her course. During her leave period other staff utilise her lectures and provide her with some of theirs on her return.
Whenever a teacher goes on a sudden medical leave	Other staff utilise her lectures and provide her with some of theirs on her return.
Whenever teachers are on long census or election duty	We have conducted extra classes and postpone the examinations and reduce the vacation period

2.3.14 How are library resources used to augment the teaching-learning process?

The central library that spreads over two floors is a store house of more than 60,000 books, approximately 120 national and international journals and scores of newspapers to augment the basic resources for the teaching-learning process. The library committee of the college looks after the purchase of books and journals every year. Requisitions for purchase of books are collected from the faculty at the beginning of every academic year. There has been an addition of 3971 books in the last four years.

The library maintains a rich collection of photos related to college events, old college miscellany, important news clippings, previous years' question papers, students' projects, syllabi, skits presented by college depicting the life and works of our founder Sadhu T. L. Vaswani and Revered Dada J. P. Vaswani through an institutional Repository. Old and rare manuscripts, over 1300 audio, video, and PDF files have now been digitised. The digitised copies are available on request.

Teachers and students can access journals as well as periodicals that the library subscribes to. The college also provides personal ID to faculty members and students for accessing INFLIBNET/N-List/EBSCO host/ Web OPAC is available for users on 7 terminals that offers a large number of e-books and e-journals in full text form. The library has also marked out separate spaces with computer and internet facility specifically for the students and provides them with reprographic facilities.

Apart from this, there are departmental libraries which supplement the stock from the Central library and maintain the project reports of students.

Students and teachers have round-the-clock access to all the resources available in the central as well as departmental libraries. Students make use of these resources for their assignments and reference work for project, while teachers use them for preparing a sound curriculum, for strengthening their knowledge base and for enhancing their teaching- learning process.

Please refer to graph 2.3.14.

2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.

Specific learning objectives and the desired outcomes have been clearly spelt out in

the beginning of every syllabus. This is prepared by the subject teacher herself and approved by the respective Boards of Studies and the Academic Council. To fulfil the aims of the course, the teaching-learning process is well-planned and executed.

The college has in its IQAC a well-established monitoring mechanism to regulate the quality of teaching-learning. It is evaluated by the IQAC through:

- The Heads Of Departments - **Please refer to point No. 2.3.1.(b)**
- Class assessment reports, result analysis and result progress over a period of time
- Analysis of the online feedback obtained from students
- Departmental staff meetings and direct interactions between students and the H.O.D

Serious deviations are reported to the Principal and an enquiry committee is set up to look into the matter. Follow ups are carried out to ensure the desired effect on student performance

2.4 Teacher Quality:

2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?

- The sanctioned faculty strength in the aided section is 31. All these full time posts are filled; however, 3 of them are awaiting ‘No Objection Certificates’ from the authorities.
- Apart from this, we also have 22 teachers on a self-financing basis.
- In the aided section, there are 3 members from other states where as from self financing section there are 5.

2.4.2 How are the members of the faculty selected?

- Selection of faculty is entirely based on merit.
- Ours being a minority institution, the reservation policy in appointments does not apply and we are permitted to form our own selection committee. Our interview/ selection panel is constituted as per University norms, and the decision of the subject expert/university representative is always respected. The opinion of each H.O.D. is also given due respect.
- The procedure of selection includes: a) Advertisements in leading newspapers; b) Short-listing of suitable candidates by the H.O.D and the Principal; c) Personal Interviews by the Interview panel consisting of Management Members, Board Members, External Subject Experts, Principal and the College subject H.O.D.

2.4.3 Furnish details of the faculty

Highest Qualification	Professor (Female)					Associate Professor (Female)					Assistant Professor (Female)				
	2012-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17
Permanent Teachers															
D.Sc. / D. Litt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	1	0	0	6	8	7	7	6	3	1	4	6	6

M. Phil.	0	0	0	0	0	4	4	4	2	2	3	3	3	3	3
PG	0	0	0	0	0	1	1	1	0	0	14	14	11	14	17
Temporary Teachers															
D.Sc. / D. Litt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M. Phil.	0	0	0	0	0	0	0	0	0	0	2	2	1	1	1
PG	0	0	0	0	0	0	0	0	0	0	16	16	16	15	14

2.4.4 What percentage of the teachers have completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?

Aided Section

UGC - CSIR - NET(%)	UGC-NET(%)					SLET/SLST(%)					SET (%)				
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17
NIL	42	42	48	63	64	3	3	3	3	4	35	35	38	37	39

100% of our staff have fulfilled the UGC norms for NET/SET of which 44% are Ph.D., 13% M.Phil, and 43% are P.G with NET/SET.

In the self financing section , 48% of our staff have cleared NET/SET of which 5% are M.Phil. holders and 52% are with PG as their highest Degree.

Please refer to graph 2.4.4.

2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.

Department	% Faculty who are product of the same college					% Faculty from other colleges within the state					% Faculty from other States					% Faculty from abroad
	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17	
B.A and B.COM.	23	23	23	23	24	65	65	65	67	66	13	13	13	10	10	0
B.Sc. (Comp. Sci.)	0	0	0	0	0	82	82	82	82	82	18	18	18	18	18	0
B.B.A.	67	75	50	50	50	0	0	25	25	25	33	25	25	25	25	0
B.B.A. (C.A.)	0	0	0	0	0	67	67	67	67	75	33	33	33	33	25	0

Please refer to graph 2.4.5.

2.4.6 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?

Yes. Even if there is a time lag in Government approval of vacant posts, the college appoints a teacher on ad-hoc basis. So there is never an instance of classes being stranded without a teacher.

The number of faculty appointed during the last four years is 5 (aided section) and 3 in the self-financing section.

Please refer to graph 2.4.6.

2.4.7 How many visiting Professors are on the rolls of the College?

Year	Courses								Total
	B.A. and B. Com.	B.Sc. (Comp. Sci.)	B.B.A.	B.C.A	M. Com	M.A. (Eng.)	M.A. (Socio.)	M.A. (Eco.)	
2012-13	0	0	7	2	1	8	2	2	22
2013-14	0	0	0	0	1	6	2	1	10
2014-15	0	0	0	0	1	6	3	1	11
2015-16	0	0	0	0	1	10	4	1	16
2016-17	0	0	0	0	1	10	4	1	16

Please refer to graph 2.4.7.

2.4.8 What policies/systems are in place to recharge teachers? (e.g: providing research grants, study leave, nomination to national/ international conferences/ Seminars, in-service training, organizing national/international conferences etc.)

- Since 2011-12, teachers have availed of the UGC-Faculty Improvement Programme to complete their Ph.D. work.
- Faculty members are given sabbatical leave of up to two years to pursue their research activities.
- The College arranges for regular faculty development programmes on various themes and topics for the staff to upgrade their skills and knowledge.
- The staff attend regular orientation and refresher programmes as per UGC requirements.
- All the staff members are encouraged to participate in local/state/national/ international seminars and workshops and especially to present research papers at such gatherings. The college meets all expenses like registration fees, boarding and lodging, travel expenses, etc. incurred for attending seminars, workshops and other staff development programmes.

- The College organises national seminars, state level seminars and university level workshops in collaboration with BCUD, NAAC and UGC.
- Our faculty members are regularly invited to share their experience and expertise as Resource Persons at seminars/conferences/workshops on Autonomy.
- Many of them deliver lectures at UGC Refresher Courses as Subject experts and at UGC NET/SET workshops.
- Some of our faculty are members of sub-committees of their subject B.O.S at the University.
- Very often our faculty provide their expertise as Chairpersons/Members of Panel of Paper-setters, Examiners and Moderators and as members of Selection Committees for teachers in other colleges.
- More details provided in **point no.17** of the **Evaluative Report of Departments**.

2.4.9 Give the number of faculty who received awards/recognitions for excellence in teaching at the state, national and international level during the last four years.

S. No.	Name of Award	Name of faculty members	No. of awards	Year
1	International Women Achiever's Award, 2012	Dr. Gulshan Gidwani, Principal	1	2012-2013
2	Bhai Nevarekar Award for Excellent Achievement in Sports	Dr. Manju A. Jugadar	1	2014-2015
3	National Mahila Rattan Gold Medal Award (National Award)	Dr. Manju A. Jugadar	1	2014-2015
4	Indira Gandhi Gold Star Award (National Award)	Dr. Manju A. Jugadar	1	2014-2015
5	Dr. Sarvapalli Radhakrishnan Ideal Teacher Award	Mrs. Madhuchhanda Banerjee	1	2014-2015
6	Padmashali Shikshan Utye-jak Sabha	Ms. Veena Kenchi	1	2015-2016
7	International Award – Kukkiwon Award as an appreciation and in recognition of teaching self defence as a subject for girls since the last 15 years and for promoting inter cultural harmony.	Dr. G.H. Gidwani, Principal	1	2016-2017
8	Best Teacher Award by Maulana Azad Institute	Dr. Jaya Rajgopalan	1	2016-2017

2.4.10 Provide the number of faculty who have undergone staff development programmes during the last four years. (Add any other programme if necessary)

Academic Staff Development Programmes	Number of Faculty			
	2012-13	2013-14	2014-15	2015-16
Refresher courses	3	4	7	4
H.R.D. programmes	3	3	6	1
Orientation programmes	3	4	2	0
Staff training conducted by the College	0	0	0	0
Summer/ winter schools, work-shops, etc.	0	0	0	0
Faculty Development Programmes	31	35	50	55
Syllabus Restructuring Programmes	11	13	11	11
Faculty Improvement Programme	3	-	3	-

- Please refer to graph no. 2.4.10

2.4.11 What percentage of the faculty have

- been invited as resource persons in Workshops/Seminars/ Conferences organised by external professional agencies
- participated in external Workshops/Seminars/Conferences recognised by national/international professional bodies
- presented papers in Workshops/Seminars/Conferences conducted or recognised by professional agencies
- teaching experience in other universities/national institutions and others
- industrial engagement
- international experience in teaching

Percentage of the Faculty			
Year	Invited as resource persons in Workshops / Seminars / Conferences organised by external professional agencies	Participated in external Workshops / Seminars / Conferences recognised by national/ international professional bodies	Presented papers in Workshops / Seminars / Conferences conducted or recognised by professional agencies
2012-13	6	33	44
2013-14	4	43	24
2014-15	0	20	24
2015-16	2	23	21

2.4.12 How often does the College organise academic development programmes for its faculty, leading to enrichment of teaching-learning process?

Three to four times a year, or as and when required.

- **Curricular development –**

- The college was host to an Electronics workshop on restructuring of the Savitribai Phule Pune University Electronics syllabus.
- Teachers of self-financing courses are encouraged to participate in every seminar or workshop that is organised by the University or any other college in the city on the restructuring of the syllabus.
- Whenever the autonomous curriculum has to be revised, each department has a number of meetings with the subject experts on its Board of Studies to enable a student-centric and updated restructuring of the syllabus. Such interactions are always enriching experiences that expand the knowledge base of the faculty.

- **Teaching-Learning Methods –**

The college has conducted for its faculty, programmes on topics such as ‘Research Methodology’, ‘Knowledge Management’, ‘Multiple Intelligence’ and ‘Mind Mapping’ to educate them about some methods to be followed to help them produce good research work or familiarise them with the latest techniques that may help them understand their students better and increase the effectiveness of their teaching methods.

- **Examination Reforms –**

- The COE along with the Examination Committee had long discussions with technical experts when the security of the mark sheet was strengthened with a hologram.
- Before launching the ‘Choice Based Credit System of Evaluation’ the IQAC conducted a workshop for its members on the various prevalent grading systems adopted by different institutions – their features and benefits. This helped us immensely to evolve our own ‘Credit System’ of evaluation.
- The administrative staff of the college, the examination cell and the admission committee underwent a training of the ‘Vridhhi’ software that manages the online admissions, the online filling of examination forms and other administrative chores.

- **Content/Knowledge Management –**

- The college hosts local/state level/national/international workshop/seminar/conference every year.
- The college library provides free training for EBSCO data bases that it subscribes to.

2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?

- Please refer to point nos. 2.3.3, 2.3.8

2.4.14 Does the College have a mechanism to encourage

- **Mobility of faculty between institutions for teaching?**

No.

- **Faculty exchange programmes with national and international bodies?**
No.
- **If yes, how have these schemes helped in enriching quality of the faculty?**
Not applicable

2.5 Evaluation Process and Reforms

2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?

- Orientation and induction to the system for parents and students is done rigorously at the beginning of every academic year by the teaching faculty.
- A special detailed interactive presentation is made by the Vice Principal and the COE to help understand the exam system better; students are introduced to the Semester pattern, Continuous Internal Assessment, End Semester Examination our module of Choice Based Credit System with Grading and Additional Credit courses
- Parents of students are allowed to meet the Principal, the Vice Principal, the COE or any member of the faculty during office hours for inquiries in this matter.
- Parents of students with different learning abilities are informed of the facilities and concessions available to them.

2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation Management system?

Our innovative measures and reforms include the following:

- **Introduction of 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 modules called ‘credits’ wherein ‘credit’ defines the quantum of content/syllabus prescribed for a course/paper and determines the minimum number of teaching-learning hours required. One credit denotes 15 hours of instruction per semester. The result sheet indicates the Grades, Grade Point Average, S.G.P.A. and C.G.P.A.

- The minimum number of credits required to acquire a degree is as follows:

B.Com. -158 Credits; B.A. -150 Credits; B.Sc. Computer Science –206 Credits; B.B.A. -148 Credits and B.B.A. (Computer Application) -148 Credits.

- **Additional Credit Courses:**

Our system permits the students to offer additional/value added courses and acquire more than the required number of credits, depending upon the learner’s aptitude. The grades of these are reflected in the final year result sheet.

- **Some ICT enabled innovations** to facilitate the processes in the examination cell like the Question Paper Picker, Examination timetable scheduler, Flexi test paper generator, and Advanced online exam software have been incorporated. **Please refer to Criterion –VII ‘Best Practices’ – ‘Innovations’ for more details.**

- **Increased security measures:**

The mark sheet (since June 2012) carries a hologram as a security feature. It has 10 features, including micro and laser readable features.

- **Xerox copy of answer-sheet:**

Since 2013 a photo copy of the answer sheet is provided on receiving an application from the candidate for verification or revaluation in a prescribed form and on payment of fees, as per S.P.P.U. Ordinance 184(A).

According to an amendment to Ordinance 184(A) effected in 2014, a candidate can apply for verification or revaluation, only after she receives a photocopy of the answer sheet.

- **Redesign of answer sheet:**

Answer sheets have been redesigned to ensure accuracy when assessment is carried out by examiners as well as moderators. Appropriate boxes are provided at the end of each page of the answer sheet for the summation of marks of each question. The summation of marks of each question also appears on the first page of the answer sheet. This method ensures a double check of entry of marks for the examiner.

- **Some Processes introduced in the Examination Cell to ensure efficiency, accuracy, etc. are:**

- Mark sheets are provided to the subject teacher for internal assessment. The mark sheet is designed on an Excel sheet to carry out the allotment of marks on the basis of attendance of student in class and presents a total of forty marks allotted for internal assessment. This has helped bring down errors in calculation of marks. A printout of the mark sheet ensures that there are no changes/alterations made to marks entered at any point of time.
- To ensure transparency, internal mark sheets are countersigned by students to ensure they are aware of their internal marks.
- Examination forms are filled online since January 2015. Students can fill forms online at their convenience and the examinations cell does not have to carry out printing and sale of examination forms.
- A masking strip has been designed to mask the answer sheets of students. Under the traditional method, there was loss of candidate information on answer sheets especially on de-masking. The perforated masking strip has eased the masking and de-masking process with no loss to candidate information.
- Stationery has been designed for various functions in the examination process:
 - i. for paper setting
 - ii. for printing of Question Papers
 - iii. for evaluation of answer sheets.

2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?

Under the Autonomous system, the college follows a semester pattern coupled with

continuous internal assessment. The evaluation of the student performance in a semester is based on:

Scheme of Assessment of Performance under Autonomy Semester Pattern:

Internal Continuous Assessment: 40 marks

Online (On Demand) Objective Type Test – on fundamentals: 15 marks

Flexi Test – project/seminar/study report/open book exam etc.: 20 marks (10x2)

Attendance: 05 marks

End Semester Written Exam: 60 marks

Total 100 marks

The result sheet indicates the Grades, Grade Point Average, SGPA.

There is complete transparency in the evaluation of student performance. Teachers hand over the evaluated answer scripts of internal tests and encourage students to seek clarification with reference to the scheme of evaluation. The teachers offer important guidance and suggestions to students to improve their performance. For end semester exams, the system provides for revaluation and even for showing the corrected answer scripts to students if they so desire.

Please refer to graph 2.5.3. (a) and 2.5.3. (b)

2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategised to ensure rigour of the internal assessment process?

- **Please refer to Point No. 2.5.3 for scheme of internal assessment.**
- The following mechanisms have been adopted to ensure rigour of the internal assessment process :
 - Students are not permitted to carry their internal assignments as backlogs for the next year; it is mandatory for students to appear for their internal tests during the current year if they desire to get the benefit of these marks.
 - To ensure that objective questions are not leaked out, the teachers prepare a different set of questions for every 25 students of the class.
 - Home assignments are checked for authenticity and originality.
 - All classrooms are equipped with CCTV cameras to ensure that the internal assessment is carried out stringently.

2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?

Yes, in all the years under autonomy there have been no deviations in our declared examination schedules.

2.5.6 What is the average time taken by the College for declaration of examination results? Indicate the mode/media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.

The examinations results are declared within 40 days of the last date of the exam. The

results are declared on the college website.

2.5.7 Does the college have an integrated examination platform for the following processes?

1. Pre-examination processes: Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.

- **Time Table:** Examination schedules are put up on the notice board as well as on the web site.
- **OMR:** No
- **Student List Generation:** The examination software generates admit cards. Seating arrangement is done subject wise
- **Invigilators:** In-house faculty conducts invigilation during examinations. Examinations are conducted on alternate days. This enables CAP(Central Assessment Programme) to be conducted simultaneously. Examinations of subjects with larger numbers are scheduled early. Staff with larger number of papers to be assessed are assigned lesser no of supervision turns.
- **Squads:** Faculty from other institutions are invited as members of Vigilance Squads.
- **Attendance Sheets:** Yes, Junior Supervisors prepare the reports which are checked by the COE
- **Online payment gateway:** No.

2. Examination process: Examination material and management, logistics

- **Examination material management:** Is managed extremely systematically.
- Three sets of question papers are set for each subject by a panel consisting of internal faculty members as well as an external expert.
- The paper sets are submitted as hard and soft copies to the C.O.E.
- The soft copies are stored in a protected form.
- The hard copies duly signed by the panel, are sealed before submission.
- No examination material is permitted to be taken out of the exam cell.
- One paper out of 3 is selected at random and printed.
- We also maintain CAP, Moderation and Paper setting registers.
- Keeping records of answer sheets /supplements used and stock is taken at the end of the examination.
- We have a software (question paper picker) for picking question papers
- **Please refer to point no. 2.5.2 for more details**
- **Logistics:**
- After the examination, all the answer sheets are counted, masked and packed into bundles of thirty before they are handed out for internal evaluation
- All the assessed bundles (30 papers in each) are subject to external moderation.

- All the totals are physically double checked by data entry operators.
 - The H.O.D.s carry out their own internal moderation of their departmental papers
 - The college is justifiably proud of its CAP wherein no answer sheet leaves the examination cell.
 - Our faculty members carry out their internal evaluation directly under the supervision of the C.O.E in the college premises. The same applies to the external moderators.
 - Thus efficiency, transparency, confidentiality, security and systemic control of the whole evaluation process is ensured.
 - Class IV workers of the college are assigned duties during the examination process- ringing of the bell, collection of class reports, collection of exam-stationery from examination blocks, masking-de-masking of answer sheets, etc.
- 3. Post examination process:** Attendance capture, OMR based exam result, auto processing, generic result processing and certification.
- **Attendance Capture:** Verification of examination block records are taken by junior invigilators and consolidated block reports are checked by the COE
 - **OMR and Auto-processing:** Not available.
 - **Generic result processing and certification:** Yes. The examination software has been appropriately designed to generate results- consolidated, year-wise, subject-wise, class-wise. New software has been designed to process results on the Choice-Based Credit system. The result sheets are printed at the exam cell.

2.5.8 Has the College introduced any reforms in its Ph.D. evaluation process?

Not Applicable

2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?

The college has a large examination cell, 10 computers, 3 printers, LAN, Wi-fi, web cameras and software that has been designed to process results on the Choice Based Credit system.

The College has appointed a Controller of Examinations, Assistant Controller of Examinations and 2 office assistants. This dedicated team carries out all examination related functions under the direct supervision and guidance of the COE. The examination committee conducts regular as well as need based meetings to discuss examination related issues.

The whole process is extremely systematic and streamlined ensuring complete confidentiality and security:

Step 1: Online filling of exam forms, collection of exam fees

Step 2: Dates of paper setting announced

Step 3: Actual paper setting by the external /internal examiners

Step 4: Conduct of the semester and backlog exams

Step 5: Examination material management, masking provisions for centralised assessment programme, CAP, in the designated examination cell

Step 6: Physical checking/verification of assessed answer sheets with the help of specially designated staff

Step 7: Data entry, publishing of results, printing of result sheets

Step 8: Providing photocopies of answer books on the basis of students' applications, verification, revaluation

Step 9: Payments to external paper setters, moderators, as well as to internal faculty members

Step 10: Recording and redressing complaints if any in context of conduct of examinations, evaluations, etc. and issuing duplicate mark sheets, when needed.

2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?

Great care is taken to see that complete transparency is maintained in the evaluation process.

- A special grievance redressal cell looks into grievances regarding matters pertaining to evaluation.
- Model answers of the examinations held are available at the library on the same day.
- Students are permitted to apply for revaluation and to see xerox copies of their answer sheets.
- Those students who are not convinced about the evaluation process are encouraged to share such grievances with the Grievance Redressal Cell.
- The Grievance Redressal Cell reviews the evaluation procedure and makes its comments, guiding the Examination Committee to bring about constructive changes in its processes.

2.6. Student Performance and Learning Outcomes

2.6.1 Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these.

- The objectives mentioned in the beginning of every syllabus has clearly stated learning outcomes.
- As members of Board of Studies, every subject teacher has had a role in formulating these objectives and is consequently well aware of the stated learning outcomes for the programmes.
- The same are communicated to students by the subject teacher at the beginning of the course.
- A copy of the syllabus is available in the library for students to go through or even take a xerox copy if required.

2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?

This is done through personal monitoring by H.O.D of the lesson plans, class assessment reports, analysis of the online feedback obtained from students, result analysis, departmental staff meetings, inter-departmental interactions, direct interactions between students and H.O.D and result progress in results over a period of time .

2.6.3 How does the institution collect and analyse data on student learning outcomes and use it for overcoming barriers of learning?

Result analysis of performance at continuous internal assessment helps us to take timely action. Remedial teaching and problem solving sessions are conducted and individual attention on case-to-case basis after college hours is also given. We encourage the 'Buddy System' (free coaching by advanced learners) of learning.

2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.

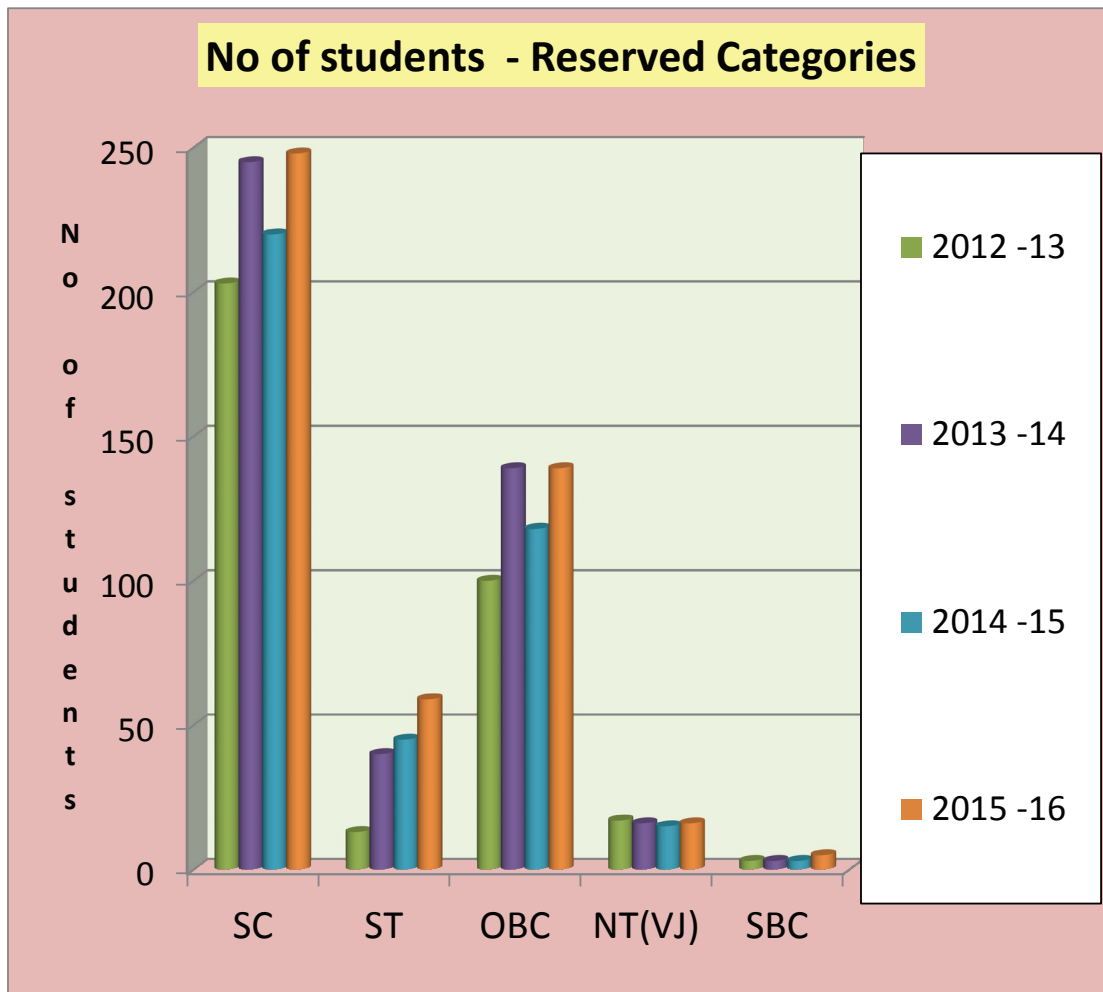
Sr. No.	Programme	Year	Pass Percentage	Completion Rate
1	B.Com.	2012-13	84.9	94.4
2	B.A.		77.7	92.9
3	B.Sc.(Com. Sc.)		61.8	100
4	B.B.A.		98.7	100
5	B.B.A./ B.C.A		94.2	98.1
6	M.Com		83.3	94.4
7	M.A.		76.4	76.4
1	B.Com.	2013-14	83.2	93.0
2	B.A.		67.7	82.3
3	B.Sc.(Com. Sc.)		77.1	100.0
4	B.B.A.		97.9	100.0
5	B.B.A./ B.C.A.		69.1	96.4
6	M.Com.		66.7	69.7
7	M.A.		69.6	69.6
1	B.Com	2014-15	65.9	83.7
2	B.A.		65.5	82.3
3	B.Sc.(Com. Sc.)		68.2	97.7
4	B.B.A.		96.9	100.0
5	B.B.A./ B.C.A		66.0	92.0
6	M.Com.		100.0	100.0
7	M.A.		94.7	94.7

1	B.Com.	2015-16	72.8	Yet to appear
2	B.A.		64.1	
3	B.Sc. (Com. Sc.)		86.5	
4	B.B.A.		93.9	
5	B.B.A./ B.C.A		33.3	

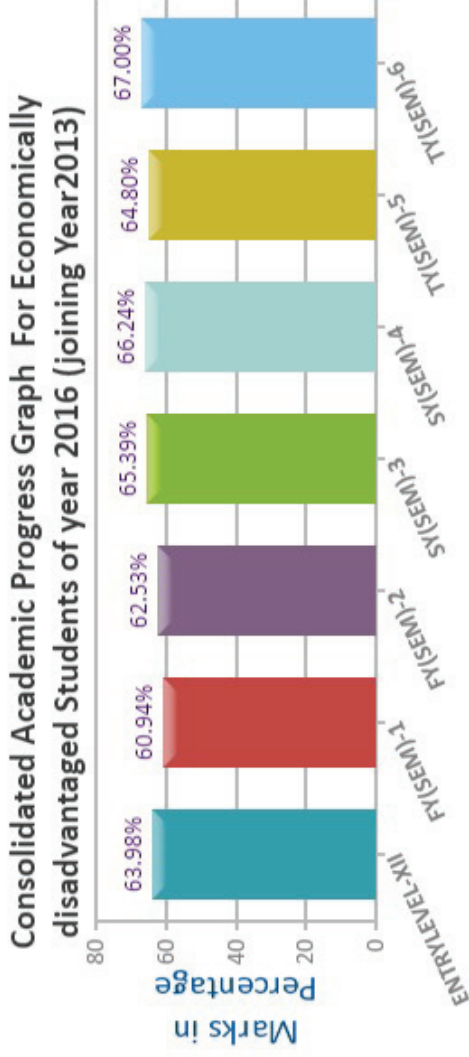
Any additional information regarding Teaching, Learning and Evaluation, which the institution would like to include.



Graph 2.1.5

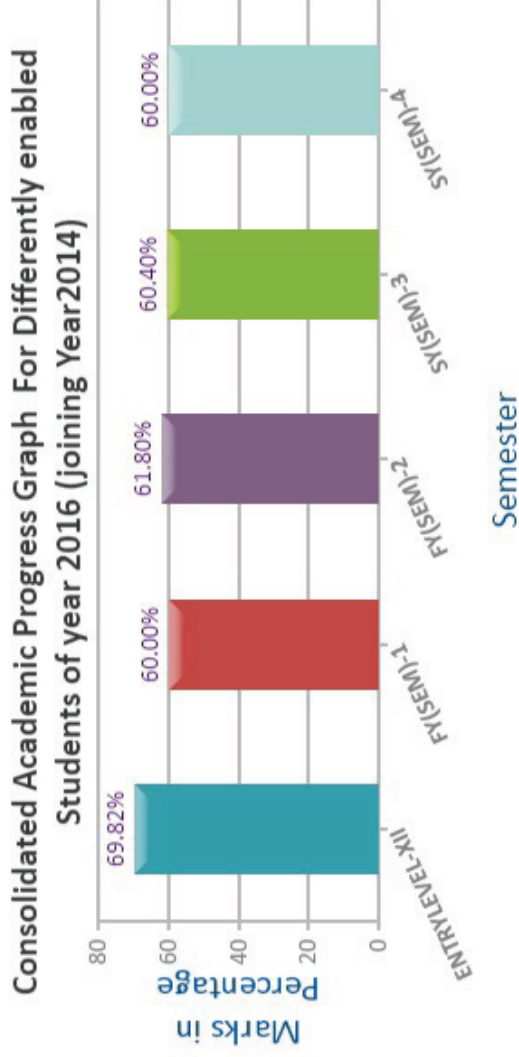


Graph 2.2.4 (a)

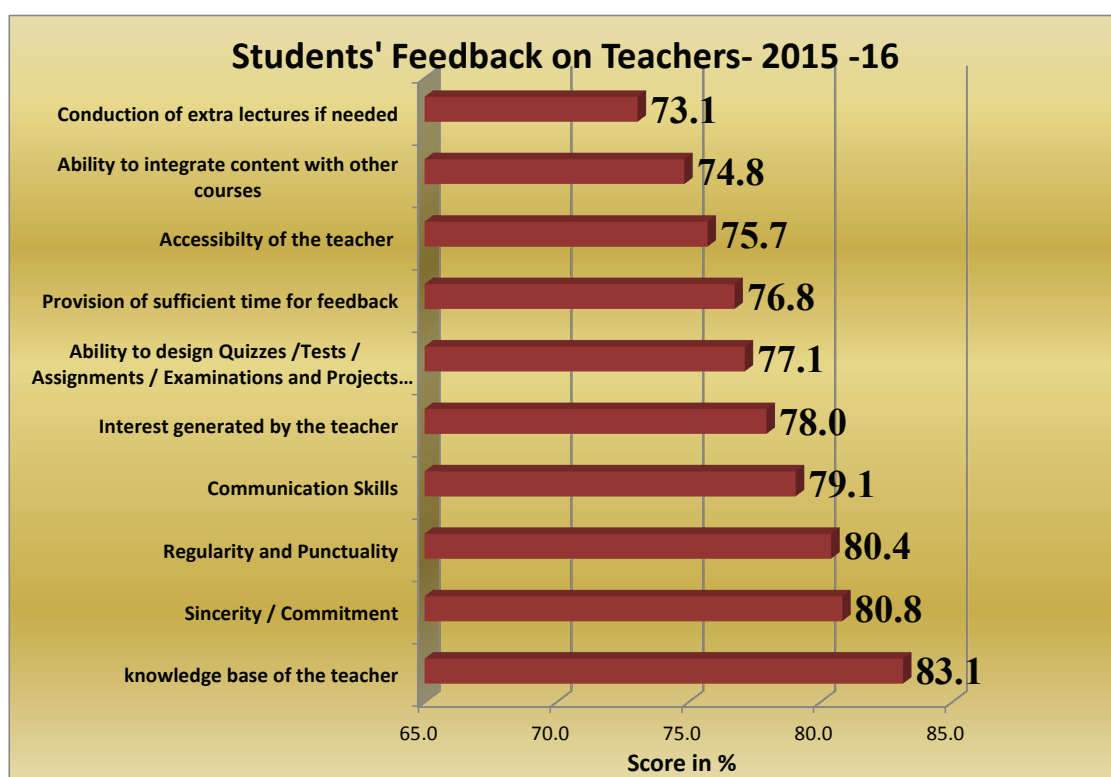


iii

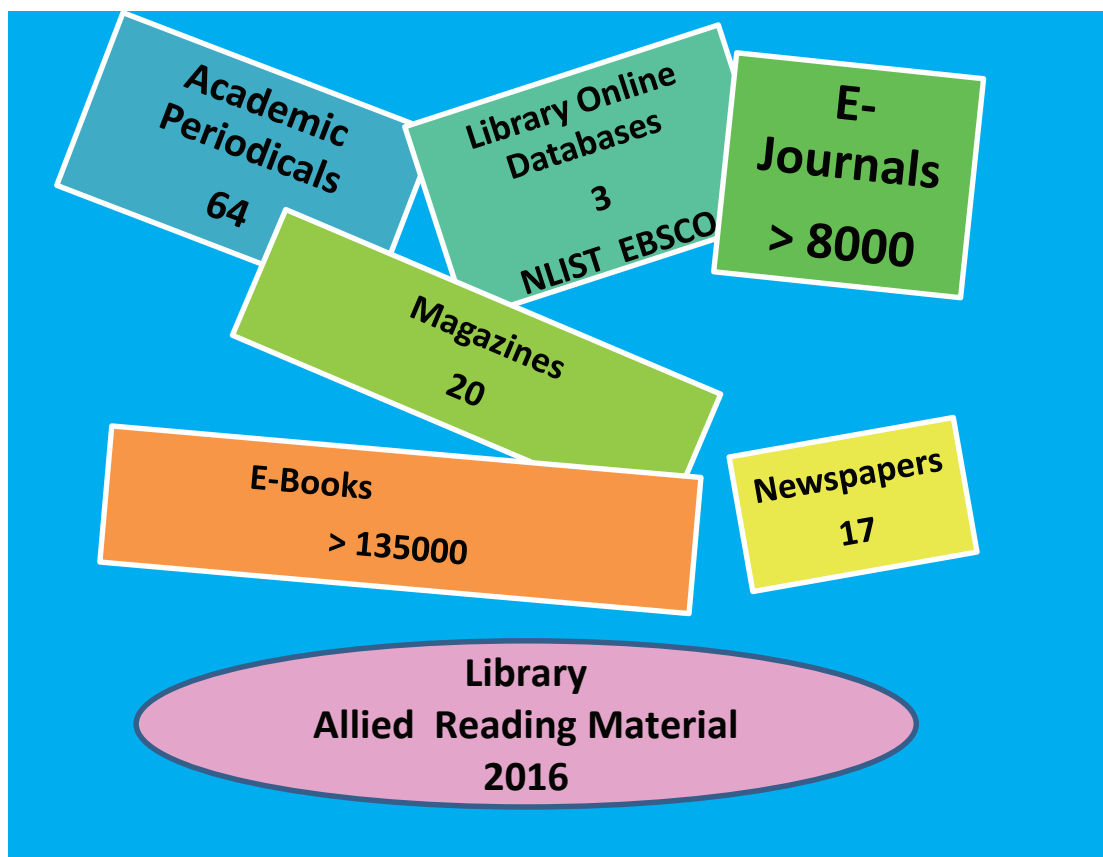
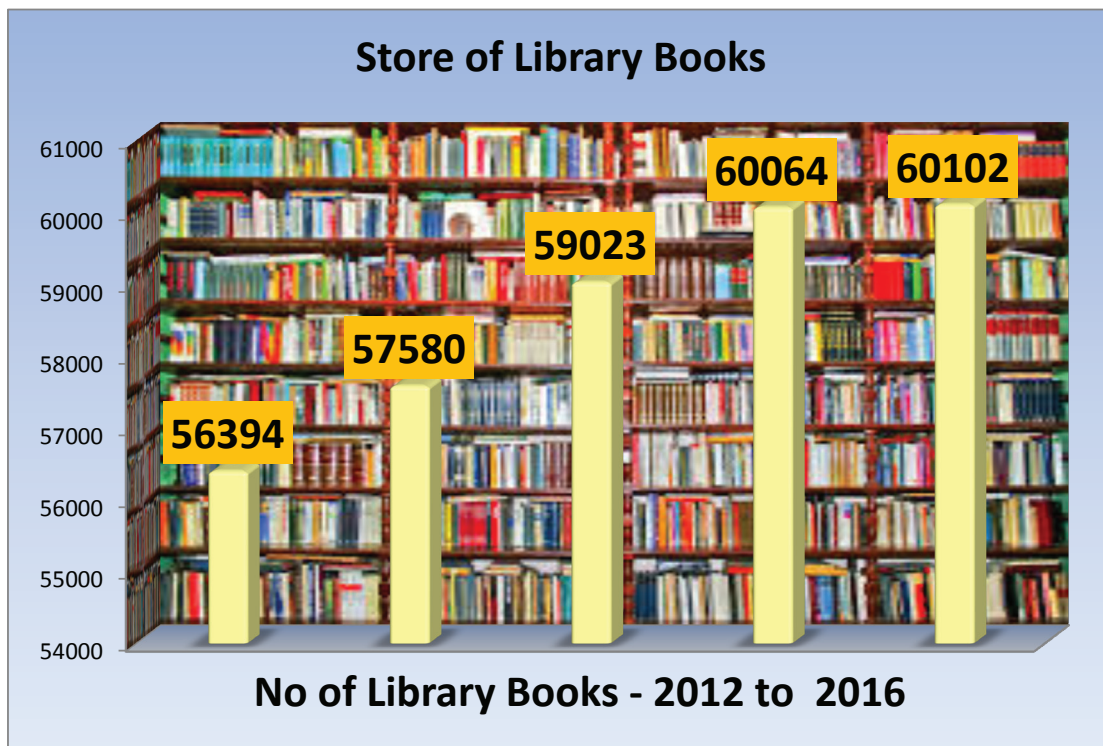
Graph 2.2.4 (b)



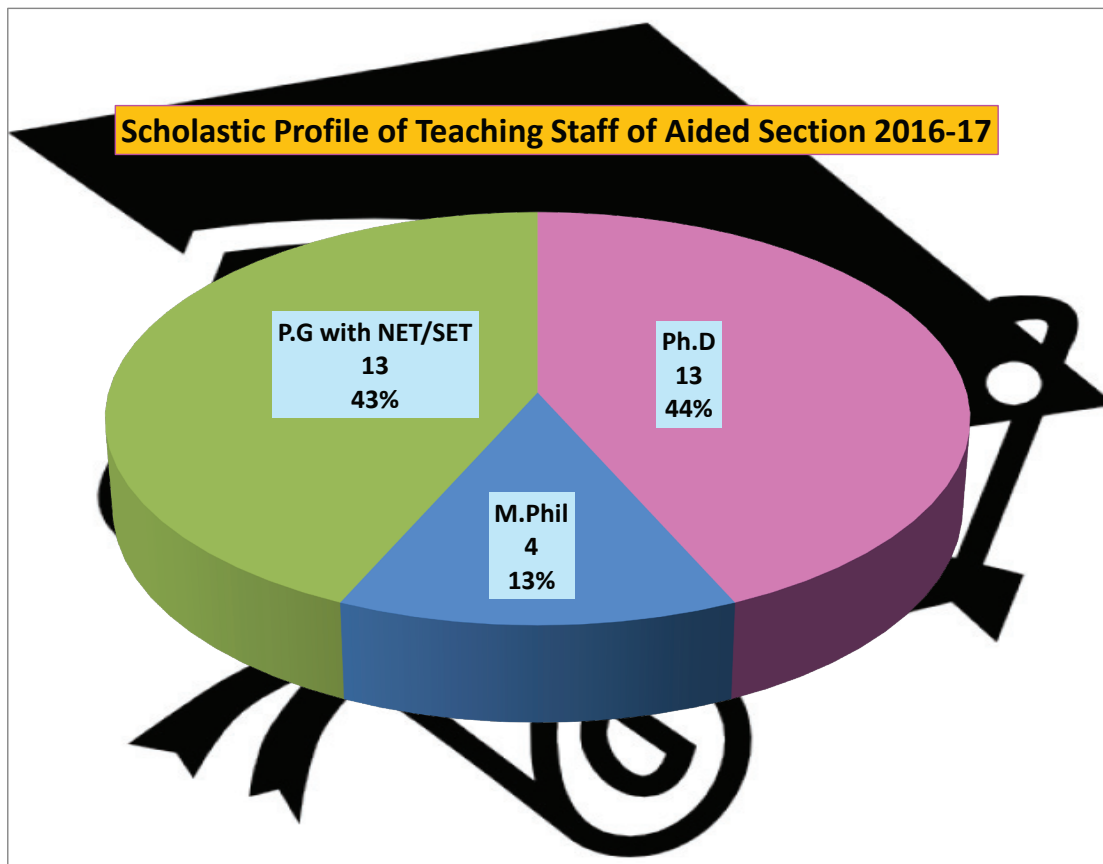
Graph 2.3.12



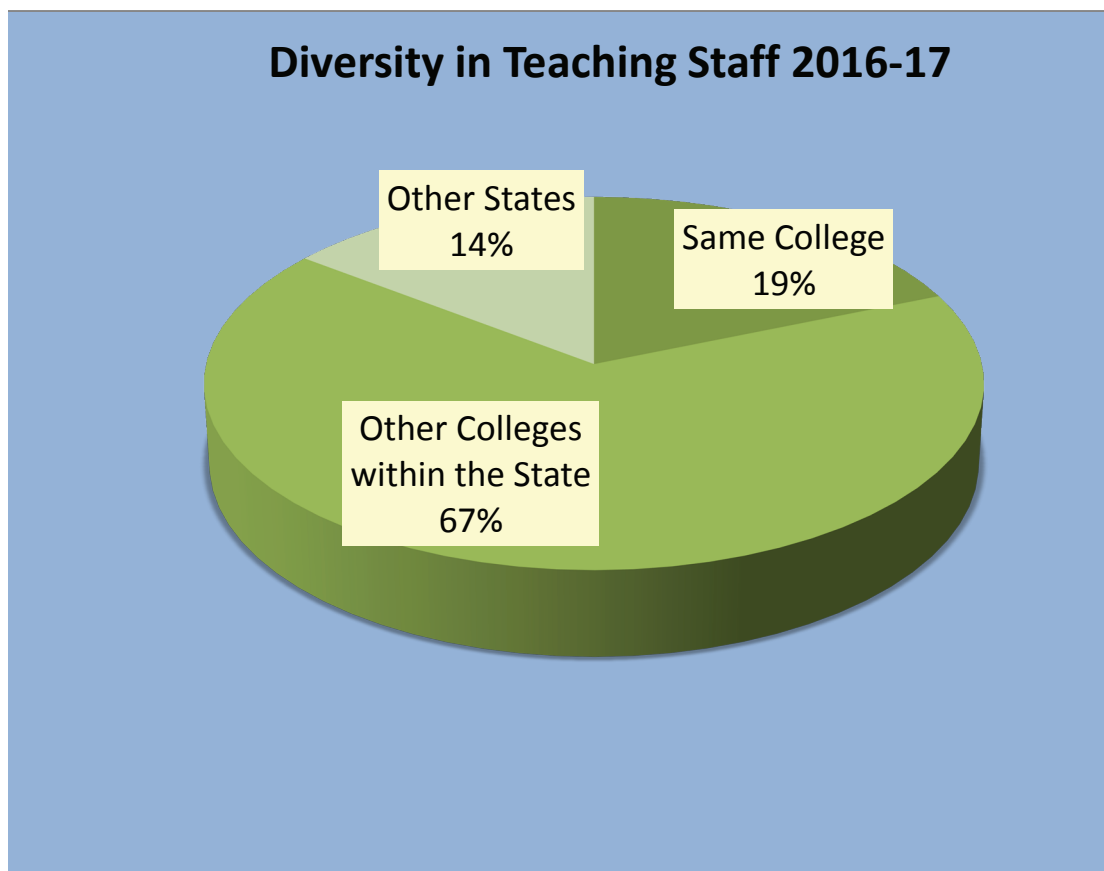
Graph 2.3.14



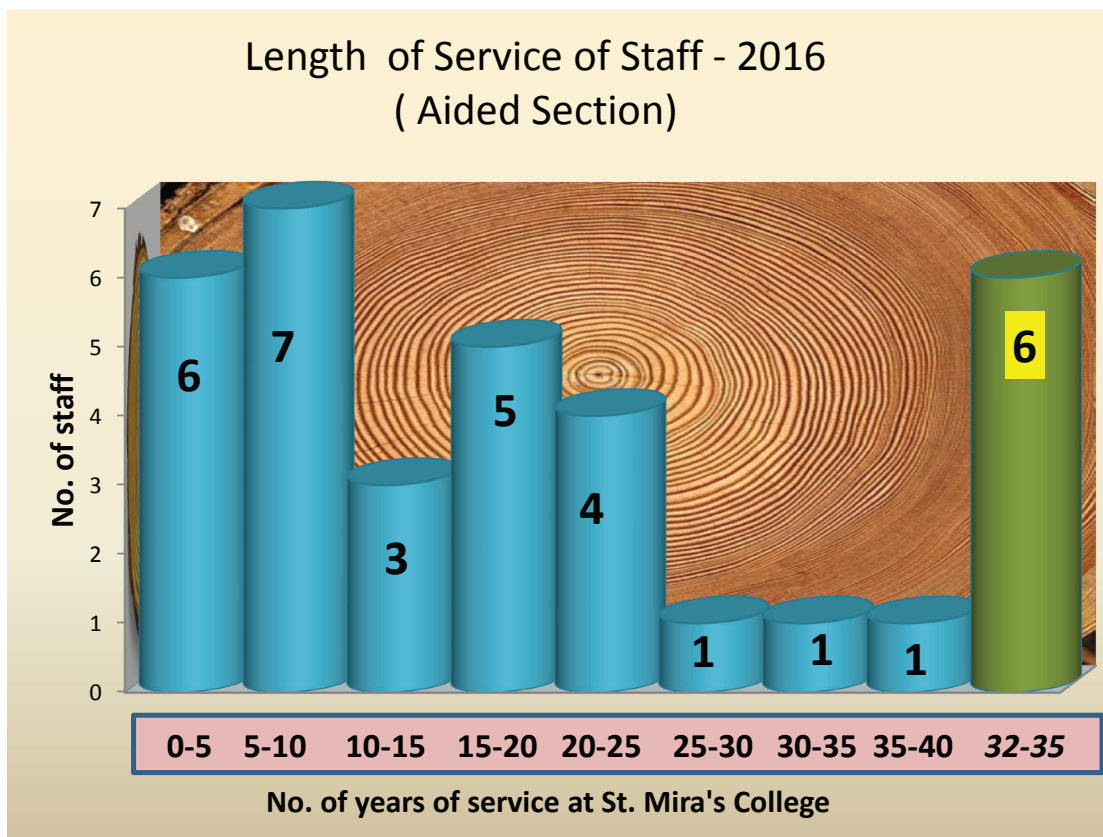
Graph 2.4.4



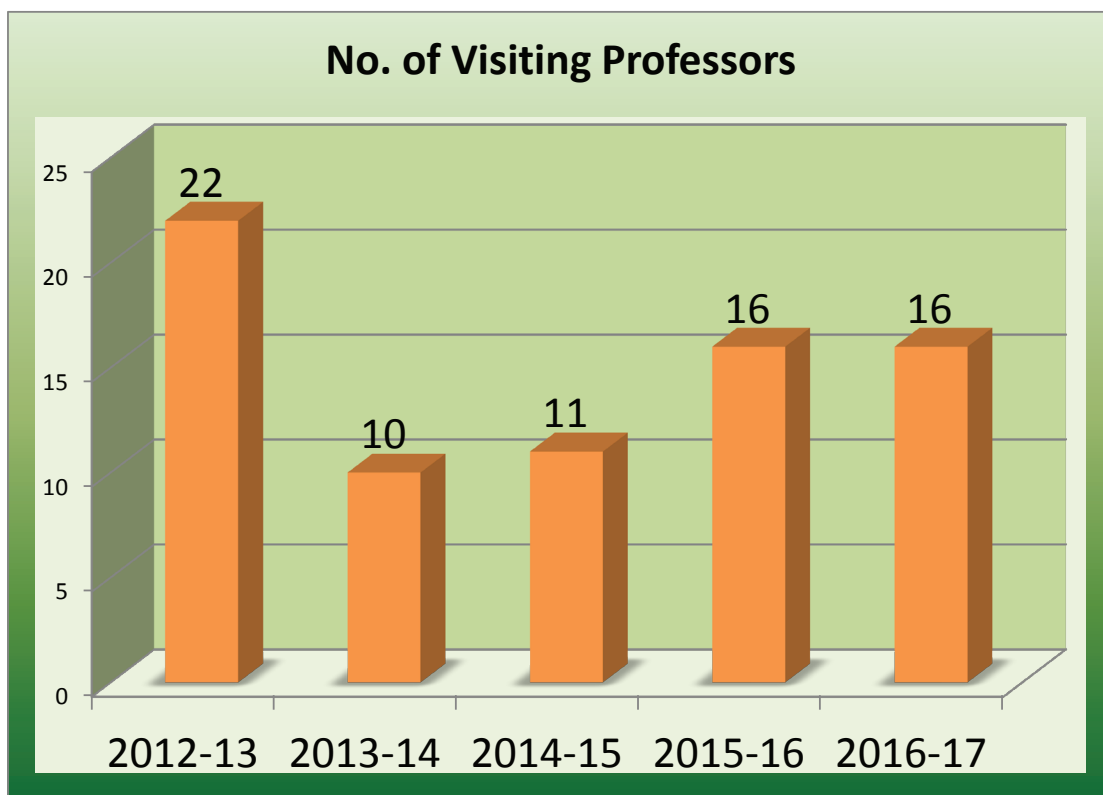
Graph 2.4.5



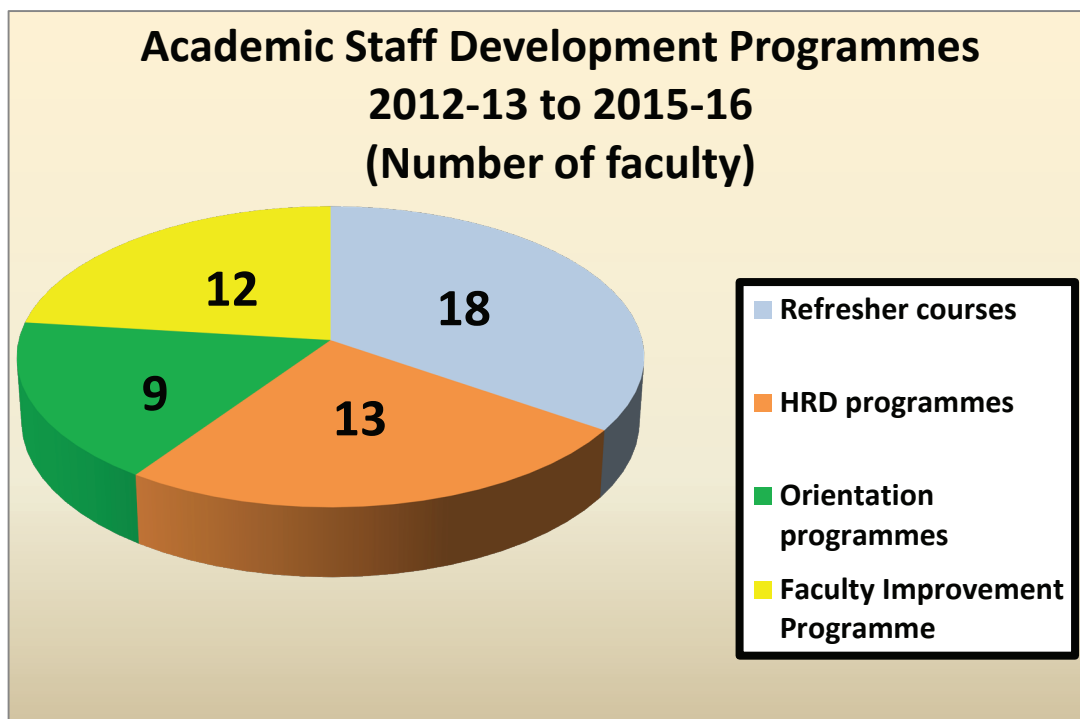
Graph 2.4.6



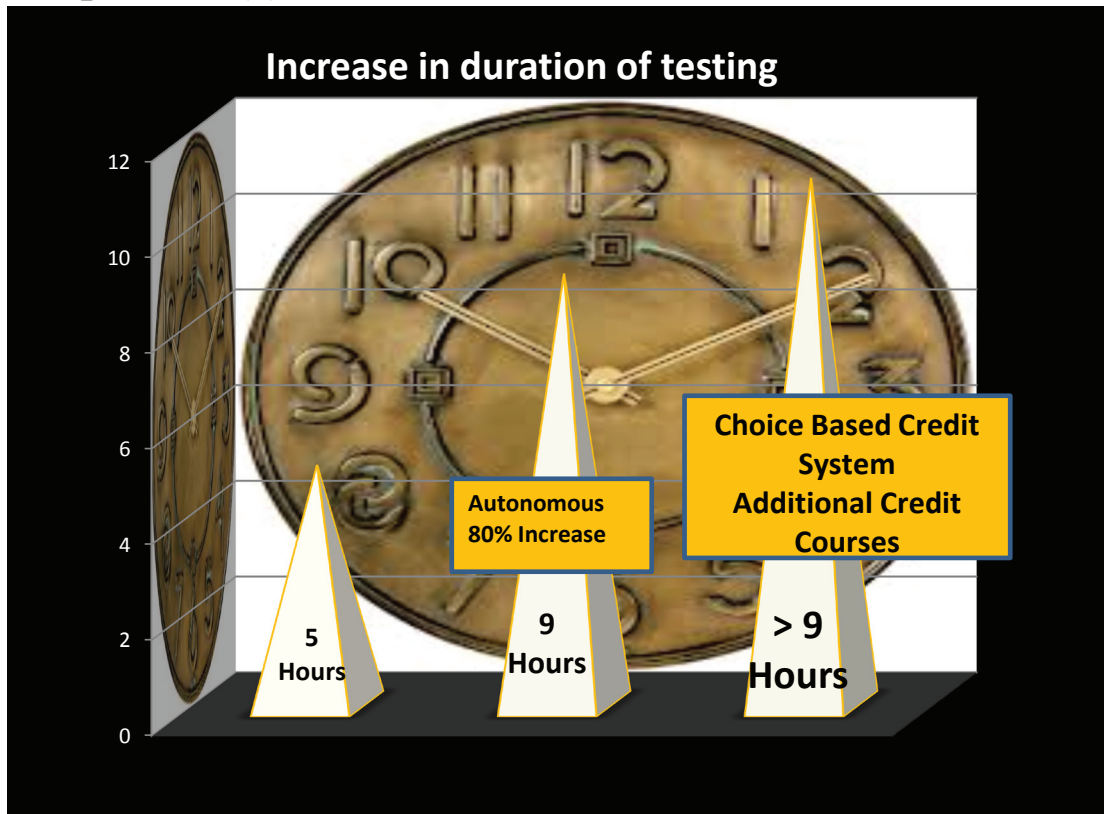
Graph 2.4.7



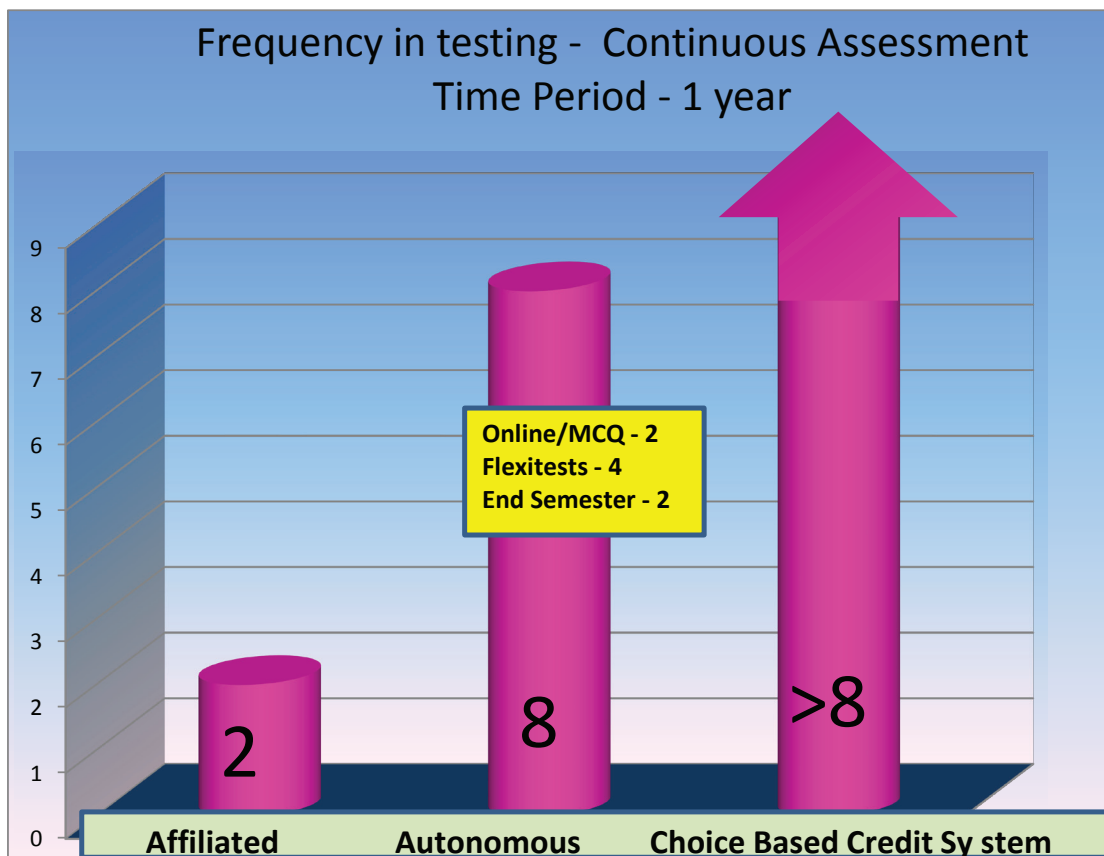
Graph 2.4.10



Graph 2.5.3 (a)



Graph 2.5.3 (b)



CRITERION III

Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Does the College have a research committee to monitor and address the issues of research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes, the college has a Research Coordination Committee.

The composition of the committee is as follows:

No.	Designation	
1	Principal	Chairman
2	IQAC Coordinator	Member
3	Research Coordinator (necessarily Ph.D. guide)	Member
4	Associate Professor	Member
5	Associate Professor	Member

An external subject expert is invited to be part of the committee as and when required.

Some of the recommendations of the RCC have resulted in:

- Workshops for training faculty in writing research proposals
- Usage of computer enabled data analysis software
- Updating of SPSS and NVIVO software for use of faculty and students
- Increased student participation in ‘Avishkar’-an event organized by the University of Pune for the promotion of research among students
- Regular sharing of research work of faculty through the forum of ‘Share Plus’
- Increase in faculty research activities and presentation / publication of papers at national and international conferences
- The launching of an inter-disciplinary research journal ‘Beyond Boundaries’.

3.1.2 What is the policy of the College to promote research culture in the College?

The college has a conducive research culture. As a policy we

- **Encourage doctoral work and research projects**
 - This is evidenced in the fact that 50% of the permanent teachers (aided) have completed their doctoral work and 25% are pursuing the same.
 - Information of grants and schemes available for funding research work by the UGC and other agencies is disseminated by the RCC and follow up done for the release of such grants.
 - Six faculty members have been awarded UGC Fellowships under the different Plan periods, thus utilizing the entire allotment to the college.

- Those who complete their Ph.D. are specially honoured at the Annual Day function.
- **Extend Management support for infrastructure and research facilities**
- The Management provides financial help and infrastructure facilities like departmental cubicles, free and unlimited internet access, a well-stocked library with access to online journals and comprehensive digital databases (EBSCO, INFLIBNET, ProQuest) to promote research.
- No added corporate responsibilities are assigned to faculty members who are pursuing research.
- Duty leave is provided as and when required to present research papers at various seminars and conferences.
- Faculty who are recognised research guides of the SPPU are permitted to use the college infrastructure for research guidance.
- **Encourage research culture amongst students and faculty**
- **Participation in seminars and conferences**
Teachers are encouraged to attend national and international seminars / conferences on 'Research Methodology' and topics that have potential for research. Special leave and funding is sanctioned for the same.
- **Working on research projects- part of the students' curriculum**
Our academic programmes promote a research culture right from the UG level. Students are especially given projects which would translate theory into application and knowledge into know-how.
- Under the Autonomous pattern M.Com students are required to write a dissertation as partial fulfilment of their post graduate degree. Students of the M.A. (Economics) course can present a dissertation as an option to a theory paper.
- **Student- teacher collaborative research with external agencies**
- **Please refer to point No.3.1.5**
- **Organizing seminars, workshops and training modules for developing research skills**
Every department organises regular seminars and workshops to promote research. Details are provided in the 'Evaluative Reports of Departments,' **point no. 20.**
- **Research journal**
As a quality initiative the college has launched an interdisciplinary journal entitled 'Beyond Boundaries'. This provides another opportunity for our faculty to publish their research.

3.1.3 List details of prioritized research areas and the areas of expertise available with the College.

Sr. No.	Department	Areas of expertise/Areas of research
1	Commerce	Business Administration, Marketing, Business Entrepreneurship, Costing, Accountancy

2	Economics	Money and Capital Markets, Sustainable Development, Agricultural Finance, Industrial Economics, Microeconomics, Macroeconomics, Labour Economics
3	Sociology	Gender, Media, Sociology of Culture
4	Psychology	Body Image, Adolescent Issues
5	History	Medicine and History
6	Politics	Regionalism and Identity Politics
7	English	Cultural Studies, English Literature
8	Marathi	Impact of Education Model on Marathi
9	Math	Algebra, Number Theory

3.1.4 What are the proactive mechanisms adopted by the College to facilitate smooth implementation of research schemes / projects?

* **Advancing funds for sanctioned projects:**

Grants from funding agencies are forwarded to the concerned principal investigator as and when required.

* **Providing seed money**

The college provides seed money for student-teacher collaborative research projects as well as for research projects by students for participating in ‘Avishkar’ – the Pune University Research Festival.

* **Autonomy to the principal investigator/coordinator for utilizing overhead charges**

The college gives complete autonomy to the researcher to utilise funds for the purchase of books, equipment and software relevant to their research needs. The administrative staff provides support for the same.

* **Timely release of grants**

Although there is delay in release of funds by funding agencies, the Management is supportive in providing necessary and timely financial help. This facilitates smooth implementation of research projects.

* **Timely auditing - Yes**

* **Submission of utilisation certificate to the funding authorities - Yes.** All documentation work is carried out efficiently by the administrative staff.

3.1.5 How is inter-disciplinary research promoted?

* **Between/among different departments of the college**

- A few departments have undertaken joint research projects For e.g. the Department of Economics and the Department of Business Studies have collaborated on research in the following areas:

1. Retail Management
2. Craft Revival and Women Empowerment

- Faculty members of the Department of Accountancy are engaged in collaborative research with academic peers from other colleges.

- Faculty-student collaborative research has been undertaken by the Department of Sociology as part of the paper ‘Sociology of Food.’

* **Collaboration with national/international institutes / industries. –**

As a quality enhancement initiative in this area, we have taken up field research in collaboration with external agencies through ‘live projects’.

Institute/ Industry	Projects undertaken
Connecting	Exploring the experiences of volunteers visiting the ‘Burns Wards’ in Government Hospitals
	‘Volunteer Retention’ and ‘Volunteer Dropout’ at the NGO – ‘Connecting’
	‘Capacity Building of Volunteer Peer Educators in Schools’
Women’s Study Centre	Survey on ‘Declining Sex Ratio in Pune’
	Survey on issues faced by rag pickers
AIDWA	Creating a database of domestic servants in a few selected slum areas in Pune
	Survey in slum areas to understand need for crèche facility
	Women’s TV serial viewing practices: ‘A comparative study across working class and middle class women’
Artsphere	Dance Movement Therapy (DMT)
	Research activities – ‘Monitoring and evaluating the effectiveness of DMT across various populations’.

3.1.6 Enumerate the efforts of the College in attracting researchers of eminence to visit the campus and interact with teachers and students?

- * Researchers of eminence are invited at our National and International seminars / conferences, lecture series and workshops. **Please refer to point No. 3.1.8.** This facilitates interaction of faculty and students with them.
- * Association with the American Centre Library and the British Council enables international scholars to visit the campus and interact with teachers and faculty.
- * Experts in a particular field are sometimes accessed through Skype interactions- for e.g. Mr. Iqbal Zamadar from Cognizant Technology, Florida and Mr. Dhananjay Jadhav, New Jersey.
- * Faculty Development Programmes organized by the college, provides our faculty the opportunity to meet experts from their respective fields.

3.1.7 What percentage of faculty has utilized sabbatical leave for research activities? How has the provision contributed to the research quality and culture of the College?

Approximately 40% of our faculty have availed the FIP leave for pursuing their doctoral work.

The provision of sabbatical leave has contributed in the following ways:

- **Impacted curriculum development**

Some of the research areas of our faculty have been incorporated as part of the curriculum during revision of the postgraduate syllabus in the concerned department. For e.g.

- A unit entitled ‘Economics of the Environment’ has been incorporated in the newly introduced paper on ‘Contemporary Issues in Economics’ for the M.A. Economics course designed in 2016-17.
- A new paper ‘Sociology of Art’ has been prescribed for M.A. Sociology students which was part of the research area of one of its members.
- Research areas are incorporated in lectures and case studies through student assignments and projects.

- **Seminars and workshops**

Sometimes scholarly activities are focused around research areas of faculty. The post graduate seminar “Perspectives on Labour”, hosted by the Department of Economics is a research area of one of the faculty. The seminar created awareness about the Informal Sector in the labour market.

- **Broadened knowledge base**

The College has created the forum ‘Share Plus’ in which faculty present their research proposals, conference paper presentations, journal publications and findings of doctoral research to other faculty members. This has not only helped open up further research areas for minor research and journal publications, but also promotes inter-disciplinary research.

3.1.8 Provide details of national and international conferences organized by the College highlighting the names of eminent scientists/scholars who participated in these events.

1. National seminar on ‘Mapping Human Rights: Issues and Challenges’ (2012)

Names of outstanding resource persons:

- Prof. Ajay Dandekar, University of Gujarat
- Adv. Asim Sarode, internationally acclaimed social activist

2. UGC sponsored National Seminar on ‘Advances in Research in Commerce and Economics: Innovations, Statistical Applications & Publications’ (January 2013), co-hosted by Departments of Economics and Commerce

Distinguished Resource persons and scholars:

- Dr. Stephen Kevin, Director, TKM Institute of Management, Kerala
- Dr. Amod Markale, Director, Zeal Education Society’s Dnyanganga Institute of Career Empowerment and Research, Pune
- Prof. Abhay Tilak, Director, Indian School of Political Economy, Pune
- Dr. Neeraj Hatekar, Professor of Economics, University of Mumbai
- Dr. Shikha Jain, Professor and Dean, Sinhgad Institute of Business Administration and Research, Pune
- Mr. Venkat Saripalli, Chief Financial Officer, Hansa Group of Companies, Pune

3. UGC sponsored National Seminar on ‘The Theatre of Mahesh Dattani’ (March 2013)

Distinguished Resource Persons:

- Mahesh Dattani, renowned Indian playwright, prescribed for SPPU M.A. syllabus
- Dr. Raj Rao, Head of the Department of English, SPPU
- Dr Angelie Multani, Assistant Professor, IIT, Delhi
- Prasad Vanarase, FLAME University, Pune
- Lilette Dubey, Performing Artist

4. National seminar on ‘Interdisciplinary Approach to Research and Teaching in Social Sciences’ (2015)

Names of outstanding resource persons:

- Prof. Susie Tharu, Professor at EFLU, Hyderabad and social activist in women’s issues
- Prof. Gopal Guru, JNU
- Prof. Satyanarayana, EFLU
- Dr. Ashwin Kumar, Karnataka University

5. International seminar on ‘Understanding Sindhi Cinema’

Eminent Resource Persons:

- Prof. Samar Nakhate, Film scholar
- Mr. Kamal Nathani, Director of Sindhi films
- Mrs. Asha Chand, Filmmaker
- Mrs. Koshi Lalwani, Filmmaker

6. Proposed Conferences:

- Department of English- International conference on ‘Global Shakespeare’ (16th and 17th December, 2016)
- Department of Business Studies–National conference on ‘Social Entrepreneurship- A Global Approach’.

3.1.9 Details on the college initiative in transferring/advocating the relative findings of research of the College and elsewhere to the students and the community (lab to land).

- Students and teachers are encouraged to publish their findings in reputed journals.
- Copies of their research work is maintained in the departmental and main library for access to larger audiences.
- **Please refer to point no. 3.1.7 for more details.**

3.1.10 Give details on the faculty actively involved in research (Guiding student research, leading research projects, engaged in individual or collaborative research activity etc.)

- **Ongoing research projects—NIL**

- **Completed Ph.D.s**

1. Dr. Jaya Rajagopalan – ‘Body Image Concerns in College women: A Psychological Study’
2. Dr. Vaishali Joshi – ‘Gandharva Mahavidyalaya: A Sociological Study Indian Classical Music’
3. Dr. Manju Jugdar – ‘Suresh Kalmadi, Legendary Sports Promoter in India: A Case Study’
4. Dr. Manisha Pimpalkhare – ‘An Analytical Study of the Autonomy in Decision-making among the women Domestic Workers in Pune City’
5. Dr. Sangeeta Deshmukh – ‘मराठी विषयाच्या अध्ययनात भूमिकापालन प्रतिमानाच्या परिणामकारकतेचा अभ्यास’
6. Dr. Snober Sataravala – ‘The Indian Female Conundrum: A Study of Themes and Attitudes in the Selected Works of five Contemporary Women Writers’

- **Ongoing Ph.D.**

1. Mrs. Shalini Iyer – ‘An Analytical Study of Corporate Environmental Responsibility for Sustainable Development in Select Indian Industries (2005-06 and 2011-12)’
2. Ms. Meenakshi Balkawade – ‘Role of Financial Literacy in Personal Financial Planning: An Analytical Study with reference to select Salaried State Government Employees in Pune City’
3. Mrs. Meenal Sumant – ‘An Analytical Study of Financial Openness in India (2001-2010)’
4. Mrs. Dimple Buche – ‘Study of Impact of performance Appraisal Systems in Select IT Companies on Leadership Development’
5. Mrs. Rajni Singh – ‘A Study of Customer Flow Management in Select Large Scale Non- Government Hospitals in Pune City’

- **Collaborative research activity**

- **Please refer to point No. 3.1.5 for collaborative research.**

- **Guiding research students**

At present we have six faculty members who are recognized and approved M.Phil. / Ph.D. guides.

- **Guiding student research**

Most members guide students in research projects as part of their internal assessment.

- **Keeping abreast with research trends**

- Every faculty member presents her research work at seminars and conferences and publishes them in seminar proceedings, reputed journals (with ISSN Numbers), as chapters in books (with ISBN Numbers) or as books with prestigious publishers.
- **Please refer to point No.3.4.3 for more details.**

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization for last four years.

In the last four years the following amounts sanctioned under CPE have been utilised for research activities:

Year	Heads of Expenditure	Utilised Amount
2012-2013	E-library / Digitalization Reforms / Research Activities / Internet Connectivity	4,16,236/-
2013-2014	E-library/ Digitalization Reforms/Research Activities/ Internet Connectivity	3,53,363/-
2014-2015	E-library/ Digitalization Reforms / Research Activities / Internet Connectivity	55,388/-

- The college has allocated an amount of Rs.2.5 lakhs p.a. for research and developmental activities
- 19% of the total amount of funds allocated for the library are for subscription to national and international level research journals; this facilitates the faculty in research contribution.

3.2.2 What are the financial provisions made in the College budget for supporting student research projects?

It is need based. As and when students require funds to take part in research project competitions, funds from college are made available to them.

3.2.3 Is there a provision in the institution to provide seed money to faculty for research? If so, what percentage of the faculty has received seed money in the last four years?

None of the faculty has been provided with any seed money; however, whenever students require financial help for their project work in the form of travelling allowance or stationery expenses, the college is very supportive.

3.2.4 Are there any special efforts made by the college to encourage faculty to file for patents? If so, provide details of patents filed and enumerate the sanctioned patents.

Not Applicable.

3.2.5 Provide the following details of ongoing research projects:

Currently there are no ongoing research projects undertaken by the faculty.

3.2.6 How many departments of the College have been recognized for their research activities by national / international agencies (UGC-SAP, CAS, DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthrough due to such recognition.

NIL

3.2.7 List details of completed research projects undertaken by the College faculty in the last four years and mention the details of grants received for such projects (funded by Industry / National / International agencies).

Name: Dr. Rama Venkat (Department of Business Studies)

Topic: 'Women Empowerment and Craft Revival'

Funding Agency: ICSSR

Grant Received: Rs.4, 00,000

3.3 Research Facilities

3.3.1 What efforts are made by the College to keep pace with the infrastructure requirements to facilitate Research? How and what strategies are evolved to meet the needs of researchers?

- Please refer to point no.3.1.2 (b) and Point No. 4.2.7 for details

3.3.2 Does the College have an information resource centre to cater to the needs of researchers? If yes, provide details on the facility.

- The College has a research committee to monitor and address the issues of research.
- For further details please refer to point No. 3.1.1.

3.3.3 Does the College provide residential facilities (with computer and internet facilities) for research scholars and faculty?

In order to enhance the quality of research and to keep abreast with current research areas, eminent national scholars are invited for our seminars and conferences. To this end, we provide residential arrangements, with computer and internet facilities.

3.3.4 Does the College have a specialized research centre/ workstation to address challenges of research programmes? If yes, give details.

The college does not have a specialized research centre.

3.3.5 Does the College have research facilities (centre, etc.) of regional, national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

No, the college does not have any research facilities.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the College through the following:

- * Major papers presented in regional, national and international conferences
- Please refer to point No. 3.4.3
- * Publication per faculty
- Please refer to point No. 3.4.3
- * Faculty serving on the editorial boards of national and international journals

NIL

* **Faculty members on the organization committees of international conferences, recognized by reputed organizations / societies.**

NIL- Our teachers are on the organising committee of our in house national and international seminars and conferences.

3.4.2 Does the College publish research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether it is listed in international database?

Yes, our college has launched an inter-disciplinary research journal entitled 'Beyond Boundaries'.

Composition of the Editorial Board:

- The Principal, Publisher
- PhD guides
- Faculty who have completed their doctoral work on rotation.

Publication Policies:

- Only unpublished articles are accepted
- Faculty permitted to submit co-authored articles for publication

3.4.3 Give details of publications by the faculty:

* **Number of papers published in Conference proceedings:**

- National/International-33

* **Number of papers published in peer reviewed journals:**

- National - 44
- International-25

* **Monographs**

* **Chapters in Books-21**

* **Edited Books-6**

* **Books with ISBN numbers with details of publishers – 4**

* **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) - 7**

* **Citation Index – 18**

* **SNIP**

* **SJR**

* **Impact factor – range / average**

* **h-index - 7**

3.4.4 Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty.

There are three M.Phil guides who have guided three M.Phil scholars and five Ph.D guides who have guided fifteen Ph.D scholars so far- seven of these have been awarded Ph.D.s, two of them have submitted their theses and six scholars are pursuing doctoral research.

3.4.5 What is the stated policy of the College to check malpractices and misconduct in research?

- The RCC monitors all research activities.
- It ensures timely auditing and submission of utilization certificate to the funding authorities.
- All research articles submitted to the college research journal are checked for plagiarism, through the 'Turnitin' software.

3.4.6 Does the College promote inter-disciplinary research? If yes, how many inter departmental / inter - disciplinary research projects have been undertaken and mention the number of departments involved in such an endeavour.

- Yes, the college promotes inter-disciplinary research. To this end the Department of Sociology and Psychology organised a National seminar on 'Inter-disciplinary Approach to Research and Teaching in Social Sciences' in 2015 to introduce upcoming inter-disciplinary research areas like Cultural Studies, Dalit Studies and Women's Studies to name a few.
- **Please refer to point No.3.1.5 for project details.**

3.4.7 Mention the research awards instituted by the College.

The college has instituted the 'Best Student Research Project' award for the student presenting the best research project.

3.4.8 Provide details of

*** Research awards received by the faculty**

- 1) Dr. Deepika Chadda - Best Paper of the Session Award at the International Conference on Innovation, Trade and Economics, June 2013 at HongKong
- 2) Dr. Arwah Madan
 - Best Paper Award at the 2nd International Conference on Economics, Business and Marketing Management, held at the International Economics Development Research Centre (IEDRC), Singapore in February 2012 for her paper entitled 'Entrepreneurship and Women Empowerment: Evidence from Pune City'.
 - Best Paper Award at the 3rd International Conference on Sustainability and Management Strategy held at the Institute of Management Technology, Nagpur, in March 2013 for her paper entitled 'The Power of Innovation: Craft Revival, Empowerment and Sustainable Livelihood'.
- Doctoral / post-doctoral fellows –
Teacher Fellowship under UGC-FDP to pursue doctoral research has been awarded to

- Dr. Manisha Pimpalkhare (2012-2014)
- Dr. Jaya Rajagopalan (2012-2014)
- Dr. Vaishali Joshi (2012-2014)
- Dr. Sangeeta Deshmukh (2014-15)
- Mrs. Shalini Iyer (2014-16)
- Mrs. Dimple Buche (2014-2016)

*** Recognition received by the faculty from reputed professional bodies and agencies**

1. Principal Dr. G. H. Gidwani has been honoured with the following awards for her contribution to education
 - ‘The Jewel of India’ award by the International Institute of Business and Management, New Delhi.
 - The ‘International Women Achiever’s Award’ for the year 2012, by the Human Achiever’s Foundation for Leadership in Education.
 - The ‘International Kukkiwon Award’ for 2016, in appreciation of and in recognition of prescribing ‘Self Defense’ as a subject for girls for the last 15 years and for promoting inter-cultural harmony.
- 2) Mrs. Madhuchhanda Banerjee- Dr. Sarvapalli Radhakrishnan ‘Ideal Teacher Award’ by the Maulana Abul Kalam Azad Social, Education and Sports Association.
- 3) Dr. ManjuJugadar
 - The Indira Gandhi Gold Star National award instituted by the Indian Solidarity Council, New Delhi in 2015
 - The National Mahila Ratna Gold Medal instituted by the International Institute of Management and Education, New Delhi
 - Bhai Nivrekar award- 2015 – KonkanasthPariwar at the hands of SmtPratibhaPatil
- 4) Ms. Veena Kenchi – Felicitated by the Padmashali Shikshan Utyejak Sabha for inspiring parents to encourage young girls from the Padmashali community to pursue higher education.
- 5) Dr. Jaya Rajgopalan received the 'Best Teacher' award from the Moulana Azad Foundation in 2016.
- 6) The EDC centre of the college, under the guidance of Dr. Shobha Dadlani , was chosen as centre for excellence, amongst the top five centers across the globe. It was recognized and honoured by the United States Association for Small Business Entrepreneurs.

3.4.9 State the incentives given to faculty for receiving state, national and international recognitions for research contributions.

Not Applicable

3.5 Consultancy

3.5.1 What is the stated policy of the College for structured consultancy? List a few important consultancy services undertaken by the College.

The stated policy is one of non-remunerative consultancy.

- We share our expertise with our sister institutions governed by the same parent body. To this effect several of our faculty members offer their academic and professional expertise to the College for Nursing and the St. Mira's Group of Schools.
- The faculty provide their professional expertise in all the programmes organised by the Management.
- Our teachers are on the Boards of Studies of the Savitribai Phule Pune University as subject experts and with departments of other autonomous colleges.
- They are invited as contributory teachers to University departments and other educational institutions.
- Some of our research guides and other faculty as well are recruited as subject experts for pre-registration and pre-submission vivas of research students, on Selection Committees for appointment of Assistant Professors in other colleges and during teacher Career Advancement Scheme interviews.
- Our IQAC coordinator is the external expert on the IQAC of one of the well known colleges in the city.
- For details about 'nature of consultancy' please refer to point no. 3.5.3.

3.5.2 Does the College have a College-industry cell? If yes, what is its scope and range of activities?

The college does not have a formal college-industry cell. However, the college proactively establishes linkages with industries and industry personnel.

- The gap between academics and industry is bridged with a representation of the industry in the BOS of every department.
- Students are taken for industrial and organisational visits to get first hand knowledge of operations.
- Interactions with professionals are facilitated through guest lectures, research collaborations and internship programmes.

3.5.3 What is the mode of publicising the expertise of the College for consultancy services? Mention the departments from whom consultancy was sought.

The college does not formally advocate or publicise this. Consultancy is sought by interactions with academic and professional peers. We update the college website on teacher profiles and use social networking sites to reflect our areas of professional expertise.

Department	Nature of consultancy
Principal Dr. G.H.Gidwani	<ul style="list-style-type: none"> • Director, Mira Education Board • Consultant and member of Sexual Harassment Cell, Inlaks and Budhrani Hospital • Consultant resource faculty to several colleges for guidance regarding autonomy- Fergusson College, Rayat Shikshan Sanstha, Sydenham College, etc.
IQAC	<ul style="list-style-type: none"> • Offering expertise in 'Quality Enhancement Practices under Autonomy' to SDM College, Ujire, Mangalore • Consultant resource faculty for autonomy to S.P.Sanstha's Arts, Science and Commerce College, Sangamner, BPHE Society's Ahmednagar College, Ahmednagar and Fergusson College, Pune • External Expert of IQAC, Fergusson College, Pune.
Psychology	<ul style="list-style-type: none"> • Counselling and stress management workshops- St Mira's School • Visiting faculty <ul style="list-style-type: none"> ○ Women's Study Centre, SPPU ○ IGNOU
Economics	<ul style="list-style-type: none"> • Offering expertise/ visiting faculty <ul style="list-style-type: none"> ○ Department of Economics, SPPU ○ Symbiosis International University- development of course material for Distance Learning
Commerce	<ul style="list-style-type: none"> • Expertise in area of entrepreneurial development <ul style="list-style-type: none"> ○ Sinhagad Institute of Management, ○ Neville Wadia Institute of Management and Research ○ Vikhe Patil Centre for Management. • Offering consultancy to first time women entrepreneurs for setting up new ventures • Visiting Faculty/ Sharing expertise with : <ul style="list-style-type: none"> ○ Maharashtra College of Science and Commerce , Pune ○ Annual Foundation School ○ Member, Inner wheel Club, Rotary ○ Mentor for CSR activities, Weikfield Industries ○ ICSE Examinations • Member, Selection Panel, Lila Poonawala Fellow • Executive member, Professional Women's Association, USA

English	<ul style="list-style-type: none"> • All India Radio – Talks on English Literature • Advisory Committee, Jeevanagrah School, Bhore
English	<ul style="list-style-type: none"> • Offering expertise/ Visiting Faculty : <ul style="list-style-type: none"> ○ Nowrosjee Wadia College ○ Abeda Inamdar College ○ Department of English, SPPU ○ Sinhgad College ○ Engineering College, Pradhikaran ○ Maharashtra Talent Search Exams ○ Yashwantrao Chavan Academy of Development Administration (YASHADA), Pune ○ Maharashtra Textbook Bureau, Balbharati
Politics	<p>Offering expertise</p> <ul style="list-style-type: none"> • National Curricular Framework, SERC • Symbiosis Institute of Media and Communication • Chairperson of the Editorial Committee for Politics and Civics textbooks, Balbharati • Member, Paper Setting Committee for MPSC exams • Member, Paper Setting Committee for MTSE exams
History	<ul style="list-style-type: none"> • Member, National Integration Camp organized by Nehru Bal Sangh, Delhi.
Sports	<ul style="list-style-type: none"> • First Woman Observer to be appointed by the AIU Athletics Meet • Executive member / Member of organizing committee <ul style="list-style-type: none"> ○ Pune District, Athletics Association ○ Pune District Power Lifting and Weight Lifting Association ○ Pune District Hockey Association ○ Pune International Marathon Symposium ○ Asian Athletics championship, 2013 ○ All India Inter University Squash Championships ○ National Association of Physical Education and Sports Sciences • Offering expertise/ visiting faculty <ul style="list-style-type: none"> ○ Delhi University ○ Fergusson college ○ Department of Physical Education, Pune University ○ RTM University, Nagpur

Sociology	<ul style="list-style-type: none"> • Member of Board of Trustees of an NGO, Socio-Economic Development Trust, working in the areas of Community Development and Child Rights,Parabhani District • Member, BOS, Women’s Study Centre, SPPU • Editor of a special memoir published by Gandharva Mahavidyalaya
	<ul style="list-style-type: none"> • Offering expertise / visiting faculty at <ul style="list-style-type: none"> ○ Tilak Maharashtra Vidyapeeth , Pune ○ H.V. Desai College, Pune ○ Women’s Study Centre, SPPU ○ Department of Sociology , SPPU ○ BCUD, SPPU

3.5.4 How does the College encourage the faculty to utilise the expertise for consultancy services?

- The college offers duty leave, flexible work timings and facilitates liaisoning with sister institutions, so that faculty can utilise their expertise for consultancy, whenever the need arises.
- A choice based selection of corporate duties ensures that faculty has the autonomy to offer their services in areas of their interest and in which they excel.

3.5.5 List the broad areas of consultancy services provided by the College and the revenue generated during the last four years.

- Please refer to point numbers 3.5.1 and 3.5.3

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the college sensitise the faculty and students on Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students’ campus experience.

In an increasingly materialistic and self centred world, we, at St. Mira’s are indeed fortunate to be guided and inspired by the teachings of our visionary founder, Sadhu T.L.Vaswani, who repeatedly said:

“Everything I have is a loan given to me to be passed on to those whose need is greater than mine” – Sadhu T.L.Vaswani

Our extension activities, our acts that contribute to the development of the community around us and all our little contributions to spread sunshine and laughter in the lives of the underprivileged stem from this basic philosophy; so much so that we have made it a part of the vision and the mission statement of the college. The college conducts, on an average, at least one social service activity per week.

1. Sensitising faculty and students on Institutional Social Responsibility

- **Our Value Education Programme – ‘The Art of Living’ Course**

Since the inception of the college, our daily Sanctuary period has been devoted exclusively to developing ethics and universal human values of sisterhood, patriotism, hon-

esty, service, peace, compassion and reverence for all life. National leaders and heroes of humanity are remembered and their contribution to the betterment of humankind is recounted. As a quality enhancement measure we have now made it more structured and institutionalised it as a compulsory credit course.

- **Social awareness activities**

a) The College very often organises guest lectures and street plays on contemporary issues like fuel conservation, AIDS awareness, sexual abuse, environmental awareness, etc.

b) Every year, students participate in a ‘slogan-making’ competition organised by the Marathi daily ‘Sakaal’ to spread awareness about social issues. The slogans prepared by our students are displayed throughout Pune city. We have received several appreciation letters from the organisation for the same.

c) Students have taken up traffic positions at important traffic junctions and sensitized people about following traffic signals and rules.

d) We meticulously observe important days like Human Rights Day, Hiroshima Day, International Women’s Day and World Environment Day; through documentaries, films and PPT presentations, we sensitise the students to global issues and urge them to become responsible citizens of this planet.

e) Every year the Sadhu Vaswani Mission organises a ‘Peace March’ – a rally advocating compassion towards animals. Along with a large number of students from schools and colleges in the city of Pune, our students too participate wholeheartedly in the rally in large numbers to strengthen the cause of ‘reverence for all life’.

f) The Politics department implements the United Nation’s ‘Youth for Human Rights’ programme. The ‘Human Rights Education’ package is effectively used to enlighten students about human rights- their meaning, importance and ways of making them a reality.

g) Students participate in the peace conference held at MIT, Pune.

h) The college works towards building equity and awareness about availability, scope, benefits and documents required for Reserved Category scholarships / freeships and ensuring student compliance on the required norms through proper and timely counseling.

- **Our social outreach programmes:**

- **Inside the Campus:**

a) As part of a student initiative, the student body collects clothes from teachers, alumni and students and organizes a jumble sale of the same, for the less fortunate students and class IV employees of the college. This is our unique way of doing social service without eroding their self-esteem.

b) Class IV employees of the college are trained by the Auditing and Taxation Department of the college to file their Income Tax returns.

c) A free Homeopathic Clinic is run for the staff and students in the college campus every Wednesday.

- d) A free dental checkup is conducted at least once a year for all the staff and students.
- e) Counselling services to students- The Department of Psychology provides counselling services to the students of the college, as well as to the students and faculty of our other sister institutions. Services in the form of
 - i) Intelligence and aptitude measurement
 - ii) Counselling for emotional and behavioral problems
 - iii) Administering psychological tests to monitor adjustment problems
 - iv) Counselling for mild adjustment difficulties
 - v) Providing vocational guidance and
 - vi) Handling student grievances and anxieties regarding academics as well as personal issues are provided by the 'Career and Counselling Cell' of the college

- **Community Service: Our Value added Social Service**

- The College conducts Social Service programmes to commemorate days of significance to the great ones of humanity - saints, heroes, and patriots. In addition, on an average, we conduct about one programme every week. Both students and staff are committed to these activities, with hands-on involvement. The students visit orphanages, old people's homes, prisons, street children, slums etc. Their survey reveals the requirements of their inmates. Students learn to give up their pocket money and make small sacrifices to see these underprivileged people happy.
- The college has adopted 'Sandhya' – a home for the aged. Students visit these lonely, helpless senior citizens and give them their time and spread happiness by celebrating their birthdays.
- In collaboration with 'Mitr' foundation our students engage the street children in extra-curricular activities like music, dance, drawing, story reading and games.
- The faculty of the Department of English works on spreading the reading habit among economically weaker sections through Gyan Adab.
- The department of Psychology has been actively working with Connecting, an NGO working in the area of suicide prevention for youth. Our students are volunteers for their Peer Educator's Programme, Suicide Survivor Support Programme as well as their awareness and publicity programmes.
- One of our faculty actively participates in the activities of 'Dhanwantari Dnyanpeeth'- a school for children of Beedi workers in Pune. She recently visited the NGO- Borderless World Foundation in Kashmir, stayed and interacted with orphan girls in four homes of the NGO in Jammu, Anantnag, Birwa and Kupwara districts.
- The college is part of the 'Sight for Sightless Programme' of the K.K. Eye Institute, arranging for free eye surgeries for the underprivileged. Similarly the college donates funds for at least two bypass surgeries every year.
- A free dental checkup for the underprivileged through various local NGOs is also carried out at regular intervals.
- In keeping with our Founder's teaching – 'animals too are our brothers'- the college

has tied up with RESQ – an animal shelter for stray, wounded animals. Students collect large amounts of money from their meagre allowances to buy rabies vaccines for these animals; some girls are also undergoing the shelter’s first aid training programme to equip themselves to treat wounded animals on the spot. What began as an activity for the SYBA class has now grown to include the whole college.

NSS

The college has a robust and a vibrant NSS wing. Our NSS programmes incorporate constituents that enhance and sharpen ethical and social responsibilities. At their Annual Winter Camps, they organise cleanliness drives, tree plantation programmes and guest lectures on water management, health and women- related issues. They educate the villagers on protecting the environment and distribute handmade cloth bags to discourage the use of plastic. Group discussions and street plays are organised to spread awareness of certain social issues. Their regular activities include ‘Shramdaan’, spreading awareness about Blood Donation and participation in programmes on ‘Road Safety.’ The NAB, Khandala and the Blind School have received sustained support from our students for more than a decade.

2. Environmental awareness and ecological sustenance

- As part of the Green Initiative Programme, the college sensitises students to the ‘Reuse- Recycle- Reduce’ paradigm of conservation. The focus of the initiative is on advocacy and engagement with green ideas.
- Students have participated in the ‘Save the Hills’ signature campaign, voter registration, and are actively involved in promoting the Green Development Plan for Pune in collaboration with ‘National Society for Clean Cities’.
- The students, under the supervision of their Botany teacher, have labelled the medicinal plants on the campus and are in the process of preparing a booklet on the medicinal value of these plants.
- Students have participated in the ‘Clean Rivers Project’, clearing the shores of muck and debris, in a rally for water conservation and in tree plantation drives.
- They also participate voluntarily in the ‘Eco-Friendly Ganapati Visarjan’ programmes in the city and observe the ‘No Plastic Day’ and the ‘No Vehicle Day’.
- They help in promoting environmental initiatives in collaboration with Centre for Environment Education.

3. Value Based Awards

Educational excellence with inculcation of values is at the core of our mission statement. At our annual prize distribution we reinforce not only academic merit, but also appreciate students who demonstrate the values of service and sensitivity to social contexts. This is our unique way of acknowledging the importance we place on values. With the help of our generous donors we have instituted awards for the ‘Best NSS Volunteer’, for students who exhibit the spirit of service and the ideals of honesty, compassion and helpfulness in their daily life.

3.6.2 How does the College promote College-neighborhood network and student engagement, contributing to holistic development of students and sustained community development?

The extension activities mentioned above in **point no. 3.6.1** are aimed towards helping and serving the community, as well as reflecting and learning from the community. Some of these activities bring our students into contact with their less fortunate neighbours and give them the opportunity to make meaningful contribution towards their welfare and upliftment. Engagement in such community development activities is useful to both the beneficiaries as well as the student participants. They enrich the holistic development of our students making them sensitive towards community issues, gender disparities, social inequity, inculcating values and commitment to society.

Our collaborative research projects with the community have been successful in generating knowledge which is useful to both the learner as well as the community.

3.6.3 How does the College promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The Mission of the college as also the social and cultural environment of the institution, offer a natural inducement to students to take up membership of NSS. The NSS programme officers sensitise entry level students about the process of enrolment, the aims and objectives of NSS and discuss with them the academic and skill development merits of taking up NSS membership. Additional marks are given on completion of the NSS term. Senior volunteers brief the new entrants about the diverse activities that are conducted which enhance the personality of students, increases their social sensibilities and leadership capabilities.

Activities conducted by the NSS unit are given a detailed appreciative mention in the college magazine and the students are awarded for their contribution. Every year ‘The Best NSS Volunteer’ receives an award at the Annual Prize Distribution function.

3.6.4 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower the under-privileged and most vulnerable sections of society?

- **Institutional Financial Support**

We ensure social justice and equity by arranging financial support for students from the economically / socially challenged groups, through government /college funds. No student is turned away from educational courses for want of money.

- **AIDWA Surveys**

Students from the Department of Sociology conducted research in collaboration with AIDWA, Janawadi Mahila Sanghatana and collected data on domestic servants and their need for crèche facilities in the nearby slums. There was a strong and urgent need for such a survey as two cases of mishaps involving infants left at home without supervision had been reported. The survey results were submitted to AIDWA, for use to form a domestic workers’ union.

AIDWA submitted the results of this survey to the Corporation authorities in Pune. It was heartening to know that the findings played a huge role in pushing the government

authorities towards constructive action; today crèche facilities have been established in these surveyed areas at subsidised rates.

- **Student Welfare Programmes**

The College has implemented three schemes under the Students' Welfare Programme.

1. Karmaveer Bhaurao Patil Earn While Learn Scheme

The objective of this scheme, as stated by the University, is to cultivate responsiveness and social awareness amongst students while they pursue their education. This scheme is based on the principle of social justice. It is designed to provide an opportunity to students coming from underprivileged sections to support their education by working on the college campus. Every year students who opt for this scheme are engaged in Library and Office work.

2. Personality Development Workshops

3. Nirbhaya Kanya Abhiyan.

All the three programmes have been implemented with the broad aim of empowering girl students and providing them equal opportunities of development.

- **Equal Opportunity Cell**

The Equal Opportunity Cell of the college sensitises the students to problems faced by Minority Religious Communities, Women, SCs, STs, Nomadic Tribes and other marginalised sections of the Indian population.

The activities of the EQC focus on:

- 'Fundamental Rights'
- Various acts and laws made by the Indian Government for women
- The need for positive discrimination in India
- The religious and linguistic diversity of India
- Insights into the lives of various tribes and marginalised sections of the population in India
- 'Women Empowerment' and the need for self defense for women

- **Faculty Research**

The doctoral research of a faculty member from the Department of Economics was aimed at studying the organisation of paid domestic work with respect to work relations and work conditions of women domestic workers in Pune. It also examined the empowering effects of unionisation and collective action on the work and personal life of women workers engaged in this marginalised occupation.

- **Please refer to point no. 3.6.1 for more information on extension activities.**

3.6.5 Give details of awards / recognition received by the College for extension activities / community development work.

While we have received accolades, recognition and appreciation for our work from all those who have benefitted from our service, we have never worked towards winning awards. Our awards are measured in terms of the joy and happiness that we spread and

the positive impact it has had on the lives of our students in making them caring, socially responsible and sensitive citizens.

3.6.6 Reflecting on objectives and expected outcomes of the extension activities organised by the College, comment on how they complement students’ academic learning experience and specify the values and skills inculcated?

Extension activities and social responsibility are an integral part of the college ethos.

- As mentioned earlier, in **point no. 3.6.1**, these endeavours instill in the students a sense of civic responsibility, train them to think in terms of sustained community development and promote universal values of service and sensitivity to social contexts. All extension activities help to make the ‘connect from text to real life’. We believe that professional skills and academic enrichment must happen in the context of value based learning.
- Organisational skills, expression of creativity, leadership skills, ethics and values of sisterhood, patriotism, honesty, service, peace, compassion, respect to all human life are developed through various activities.

3.6.7 How does the College ensure the involvement of the community in its outreach activities and contribute to the community development? Detail the initiatives of the College which have encouraged community participation in its activities.

- Please refer to **point no. 3.6.9**.

3.6.8 Does the College have a mechanism to track the students’ involvement in various social movements / activities which promote citizenship roles?

Yes, we give our students a questionnaire, in which they mention the social organisations and activities that they contribute to.

3.6.9 Give details on the constructive relationships (if any) with other institutions in the nearby locality in working on various outreach and extension activities.

Institute/ Industry	Type of Activity
Sadhu Vaswani Mission	The college is a part of the socio-religious organization, which is involved in year long activities of service. The faculty and students actively participate in all the extension activities of the institution.
Connecting-An organization working for suicide prevention	Research-based projects, survivor support programmes, and peer educator programmes
Women’s Study Centre	Conducting surveys on various social issues
AIDWA	Creating a database of domestic servants in a few selected slum areas in Pune; survey in slum areas to understand the need for crèche facilities
Artsphere-Centre for Promotion of Performing Arts	Conducting Dance Movement Therapy workshops for the aged in old age homes and for children from different schools
K.K. Eye Institute	Funding for their ‘Sight for Sightless’ programme
Inlaks and Budhrani Hospital	Blood donation camps

National Society for Clean Cities' - a civil initiative	Participating in activities for protection of the environment, voter registration and in promoting the Green Development Plan for Pune
Botanical Survey of India	Tree plantation drive
Blind School	
Home for the Aged	Organising and celebrating birthdays of inmates
'Green Initiative' within the college	
Lokayat	Conducting street plays and workshops for students
St. John's school - a school for children from lower socio-economic backgrounds	Teaching children art, craft, dance, music and conducting storytelling sessions
RESQ	Vaccinating stray dogs for rabies, sterilising them to control their population, contributing towards a mobile ambulance and training to treat wounded animals on the spot
Gyan Adab	Conducting activities to spread the habit of reading among economically weaker sections
'Sakal' Group of Newspapers	Social awareness initiative through poster-making

3.6.10 Give details of awards received by the institution for extension activities and /contributions to the social /community development during the last four years.

- Please refer to point no. 3.6..5

3.7 Collaboration

3.7.1 How has the College's collaboration with other agencies impacted the visibility, identity and diversity of activities on the campus? To what extent has the College benefitted academically and financially because of collaborations?

The college has collaborated with several external agencies for academic, research and extension activities. **Please refer to point no.s 3.6.9 and 3.7.2** for details of the impact of these collaborations.

3.7.2 Mention specific examples of how these linkages promote

- * Curriculum Development
- * Internship On-the-job training
- * Faculty exchange and development
- * Research, Publication
- * Consultancy, Extension
- * Student Placement
- Curriculum Development

The formal consortium with Women's Studies Centre, SPPU, has helped in

- a) Introducing a paper on 'Sociology of Gender' and 'Introduction to Gender Studies' at the UG level and papers on 'Sociology of Culture and Cultural Studies' and 'Soci-

ology of Culture and Art' at the PG level. Ours is the first college in Maharashtra to introduce a paper on Gender Issues at the undergraduate level and a paper on Culture Studies at the postgraduate level.

b) Conducting an additional certificate course on 'Gender and Development'. This helps the faculty to introduce new pedagogical and evaluative methods and give students the opportunity to visit various organisations, do research and field work with them and be a part of flash mobs on certain contemporary issues. For e.g., declining sex ratio in Maharashtra.

c) Enabling a faculty member from the Department of Sociology to earn a Teacher's Fellowship for contributing a chapter entitled 'Basic Concepts in Sociology' towards a monograph on curriculum development published by the Women's Studies Centre.

- **Internship On-the-job training**

a) Collaboration of the Psychology Department with 'Right Path', an organisation for career guidance and assessment will enable our students to be selected for on the job training in psychological testing.

- **Faculty exchange and development**

a) Faculty from Departments of Sociology, Economics, Commerce and English are engaged in evaluation and teaching at their respective departments in the SPPU and various other academic institutions.

b) Getting eminent scholars to college, for e.g., a feminist theatre workshop was organised by A. Mangai from Chennai.

- **Research, Publication**

- **Please refer to point no. 3.1.5.**

- **Consultancy, Extension**

- **Please refer to point no. 3.5.3 and 3.6.9.**

- **Student Placement**

The students of B.Sc. (Computer Science) participated in the pre-placement activity conducted by SEED INFOTECH. This included an aptitude test along with mock interviews. The selected students were eligible for five free placement calls from the company. The college is planning to sign an MoU with SEED INFOTECH. This will enable our students to participate in a lecture series, seminars, workshops and the SEED IT IDOL competition as well.

3.7.3 Does the College have MoUs nationally / internationally and with institutions of national importance/other universities/ industries/corporate houses etc.? If yes, explain how the MoUs have contributed in enhancing the quality and output of teaching-learning, research and development activities of the College?

The college has MoUs and letters of intent with Right Path, the Women's Studies Centre, SPPU, Artsphere, the Centre for Environmental Education (CEE) and Seed InfoTech.

These collaborations have helped in broadening the knowledge base, keeping abreast with research trends, gaining inputs for curriculum development in keeping with industry relevance and enhancing recruitment prospects for students.

3.7.4 Have the College industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

Not Applicable

Any additional information regarding Research, Consultancy and Extension, which the institution would like to include.



CRITERION IV

Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 How does the College plan and ensure adequate availability of physical infrastructure and ensure its optimal utilisation?

Spread over an area of 2.5 acres, the college campus is modern, attractive and well equipped for comfort, convenience and academic pursuits. The campus offers a large number of special opportunities for students.

- Apart from the lecture rooms, it has fully furnished Computer labs, an Electronics lab, Psychology lab, Language lab, staff rooms, students' common room, a parking lot for 2 two wheelers and four wheelers, an Audio-Visual room, two administrative offices, a cafeteria, a large Sanctuary Hall, Sanitary Blocks, Examination Cell, departmental cubicles, a lift to facilitate the mobility of staff and students, especially the differently-abled.
- The college has switched over to H.T. connection and has installed a 100 kV generator, set up additional water tanks, as well as dug an additional bore well to supplement the sanctioned corporation water supply.
- The college is equipped with learning facilitators and gadgets ranging from overhead projectors, slide projectors, xerox machines, TV, VCR audio players, and Smart Boards.
- In order to meet the demands of Computer and IT related courses, the college has state-of-the-art computer labs and other gadgets like scanners, laser and inkjet printers, multi-function printers, digitisers, coloured laser printers, etc.
- The richly-stacked, well-lit and ventilated college library extending over two floors is the hub of activity all through the year. The Indulakshmi Auditorium with a seating capacity of 500 is the centre of academic, co-academic and cultural activities like conferences, orientation camps, face-to-face shows, annual functions, and functions as a preparatory ground for many items related to performing arts.

To ensure optimum use of the academic infrastructure the college functions in 2 shifts: from 7:30 a.m. to 1:40 p.m. and from 11:30 a.m. to 5:00 p.m.

The A.V. Room is used for conducting quiz programmes, seminars, workshops, talks, viewing films, presentations, tests and inter-institutional programmes.

The College Auditorium is used not only for important college functions like the Annual Prize Distribution, Farewell and Annual Socials; it forms an ideal venue for our state and national level seminars, and is also used on a regular basis for guest lectures, conferences, workshops, social gatherings, industry/neighbourhood networking, and campus placement presentations by companies etc.

Sanctuary Hall: Each shift of the college begins with a 30-minute Sanctuary period devoted to prayer and reflection on the Art of Living. The Sanctuary has recently been expanded to seat 2000 students and is an ideal assembly hall for the whole college.

The classrooms are fully utilised all day. We have a classroom mapping software

customised to identify rooms available for special classes, tutorials, additional credit courses, remedial and other coaching classes arranged beyond the basic time table.

- **Please refer to graph no. 4.1.1**

4.1.2 Does the College have a policy for creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

St. Mira's College was started in the year 1962 with the Arts faculty. For the first three years, the growth was linear, adding one class per year. The Commerce faculty was introduced in the year 1970 with a strength of 25 students. The college has grown from a tiny sapling to a large tree with its branches of Arts, Commerce and Science (started in 2004). From an original strength of 62 students, the college has grown to accommodate more than 3000 students and has invested in infrastructure (excluding building) to the extent of Rs.150, 82, 206.

We are fortunate to have a campus and buildings with considerable scope for expansion and extension, thanks to the far-sightedness of our management. In the last few years, we have been able to carry out the following additions:

- Additional floor with 10 classrooms, 3 labs and an additional library to meet the requirements of unaided courses.
- Audio-Visual room, Examination cell, Departmental cubicles
- Installation of LCD Projectors in selected classrooms on each floor to facilitate ICT- enabled teaching.
- A lift has been installed keeping in mind the special needs of the physically disadvantaged students.

4.1.3 Does the College provide all departments with facilities like office room, common room, separate rest rooms for women students and staff?

Every department has a cubicle with computer and internet facilities;. There is single student common room. and rest rooms for staff and students.

4.1.4 How does the College ensure that the infrastructure facilities meet the requirements of students/staff with disabilities?

- We have an audio library for the visually impaired students. Entire text books are recorded by student volunteers.
- We have specially designed Learning and Testing modules in audio format for visually-impaired students.
- Lectures are arranged on the ground floor for classes with students who have walking disabilities.
- Ramps have been constructed for the easy movement of the physically disabled.
- The college has a lift for the physically challenged and any other student who is temporarily injured.

4.1.5 How does the College cater to the residential requirements of students? Mention

- * **Capacity of the hostels and occupancy (to be given separately for men and women)**

- * **Recreational facilities in hostel, like gymnasium, yoga center, etc.**
- * **Broadband connectivity/wi-fi facility in hostel.**

The college provides for hostel facilities. The hostel, however, is not located on the college campus, but on the campus of the Sadhu Vaswani Mission. The hostel accommodates 40 girl students in 20 rooms.

The hostel has residential rooms, as well as: Rooms for the hostel Warden, Prayer Room, Recreation Hall, Servants' Room, Sanitary Blocks, Kitchen, Dining Hall, Drying Room, Store Room, Visitors' Room, Terrace for student gatherings and parties, hot water facility and facilities for indoor and outdoor games.

4.1.6 How does the College cope with the health related support services for its students, faculty and non-teaching staff on the campus and beyond?

Our parent body, the Sadhu Vaswani Mission runs the reputed Inlaks and Budhrani Hospital, which shares a common compound wall with the college. This enables the students and staff of the College to avail of health care facilities easily, at all times of the day, at special concessional rates.

The Inlaks and Budhrani Hospital is a multi-specialty 500-bed hospital with every facility including casualty, diagnostics, OPD, surgical, physiotherapy and alternative medicine clinics.

A compulsory medical check-up programme for F.Y.B.A./F.Y.B.Com. and M.A./M.Com, as well as hostel students is organised by the college every year.

All the students admitted to the F.Y.B.A./B.Com, and B.B.A./B.C.A./B.Sc., M.A./M.Com. classes are covered under the Medical check-up programme and compulsory Medical Insurance Scheme with the University of Pune.

We also have a free in-house Homeopathic dispensary. Over 700 students benefit from it.

This year, with the help of our doctor friends, we organised a free dental check-up and treatment camp for all our students. Oral hygiene kits were distributed to the students free of cost.

4.1.7 What special facilities are made available on the campus to promote interest in sports and cultural events?

- The college is known for its outstanding sports performers. A large number of students participate in a variety of games and sports such as-Archery, Athletics, Badminton, Basket Ball, Chess, Pistol Shooting, Power Lifting, Rowing, Cricket, Cross Country, Fencing, Gymnastics, Rugby, Taekwondo, Hand Ball, Kabaddi, Volley Ball and Yoga. We have excellent sports coaches and our students excel in sports events at the national and even international levels.
- To promote cultural events we have a Cultural Committee, and an Auditorium with a seating capacity of 500. Freshers' parties, Farewell parties, Intra-college and Inter-college cultural festivals are organised annually on a grand scale.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student / user friendly?

The college has a library Advisory Committee consisting of

- The Principal
- The Vice Principal
- The Librarian
- Teacher representatives from Arts, Commerce and Science streams
- Two student representatives.

Library Committee meetings are held regularly and recommendations of the Committee are implemented for making library services user friendly. Based on the decision and suggestions, following are the procedures adopted by the library:

- Creation of a Digital Repository and inclusion of syllabus and question papers in the Digital library.
- Recording for visually impaired students.
- Increase in number of Digital Resources including a subscription to EBSCO - a Literary Reference Centre.
- Conducting database training and workshops for students and faculty to maximize the database usage.
- Sending Table of Contents of journals to faculty members via e-mail
- Issue of Scholar cards and book-bank facilities to advanced learners.
- Introduction of an inter-library loan facility

4.2.2 Provide details of the following:

* Total area of the library (in Sq. Mts.)	976.41 Sq. Mts
* Total seating capacity	350
* Working hours :	
• On working days	10 hrs
• On holidays -	
• Before examination days	10 hrs
• During examination days	10 hrs
• During vacation	10 hrs

* **The layout of the library** includes individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources.

The library is spread across two floors.

First floor: Various sections include a lounge area for reading newspapers, magazines, etc. Circulation Section, Reading Area for teachers, Main Reading Hall, audio cassette unit, back volume section and current periodical section with a reading area.

Second floor: Houses Digital Library for accessing e-resources, CD/DVD collection, collection related to non-aided courses, reprographic facility, reading room.

*** Access to the premises is easily provided through prominent display of clearly laid out floor plan: adequate signage, fire alarm, access to differently-abled users and mode of access to collection.**

The Library is easily accessible to the users as it is situated on the first floor of the college building, above the Sanctuary Hall - where every student attends her daily sanctuary.

Adequate signages are displayed for easy access to various facilities and services.

Fire extinguishers are installed on both floors of the library.

The campus lift is used by differently abled users to visit the library. The library provides preferential services to such users.

4.2.3 Give details on the library holdings

Sr. No.	Library Holdings	Total No.
a)	Print (Books,back volumes and thesis)	63143
b)	Non Print (Microfiche, AV)	2523
c)	Electronic (e-books, e-journals)	144509
d)	Special collection (e.g.Text books, Reference books, standards, patents)	
i)	Text Books	16649
ii)	Book Bank	2658
e)	Reference Books	2290
i)	Hindi Books Received from Central Hindi Directorate	2381
ii)	Sindhi Books received from National Council for Promotion of Sindhi Language	2200
iii)	Project Reports	1368
iv)	Thesis	70
v)	Manuscripts	13
vi)	Braille Books	23
vii)	Sadhu Vaswani and Dada J P Vaswani collection	1335

4.2.4 What tools does the library deploy to provide access to the collection?

* OPAC

- The library enters full bibliographic details so that the library collection can be searched under Simple search and Boolean search by different fields such as author, title, publisher, keyword, class no., etc. Search can be narrowed by specifying language, accession no., range of accession dates, publication years, and type of material.

- Along with bibliographic information, book cover images, physical location, abstracts and circulation status of the material are also displayed.

- WebOPAC has been made available on 7 PCs in library including digital library section. The faculty can access the same in their cubicles also.

- General Information about the library, subscribed online databases, new arrivals, periodicals is also available through WebOPAC.

* **Electronic Resource Management package for e-journals**

- The library subscribes to N-LIST under U.G.C-INFONET Digital Library Consortium provided by INFLIBNET.
- The library also subscribed to EBSCO databases, which are accessible through its own platform.

* **Federated searching tools to search articles in multiple databases**

EBSCO and NLIST databases are searchable through their own platforms.

* **Library Website**

Information about the library collection like print and e-resources, services, facilities offered and rules and regulations are available at the college website.

* **In-house/Remote access to e-publications**

- A special area is reserved to access online databases, online journals, CDs/DVDs and digital repository. Here, through digital space, users have access to college photos, previous years' question papers, syllabus, important news clippings, students projects, etc.
- EBSCO Academic Search Elite, e-journals and e-books from NLIST database and Literary Reference Center databases have IP based access within campus. By creating username and passwords, faculty and students access these databases remotely.

4.2.5 To what extent is the ICT deployed in the library?

* **Library automation**

- The library uses SLIM 21 software (current version 3.3) supported by AMC for all library functions like acquisition, accessioning, cataloguing, circulation and serial control.
- The library software generates bar code labels for books, C.D.s, D.V.D.s, and borrower's I-Cards with help of a bar code printer.
- HP scanner is available for scanning useful documents for the library and office.
- Online catalogue WebOPAC and leased line internet facility is available on all library computers.
- Users have access to audio, video, images and PDF files uploaded in D-Space repository.
- A separate server with 8.00 GB RAM and 1 TB storage capacity has been set up for the digital library.
- All library computers are connected through LAN and are protected by Quick Heal total security antivirus software which is updated on a regular basis.

* **Total number of computers for public access** 7

* **Total numbers of printers for public access** 2

* **Internet band width** - 16 Mbps internet band width speed

* **Institutional Repository**

D-Space software is used to maintain Institutional Repository such as photos related to college events, old college miscellanies, important news clippings, previous years' question papers, students' projects, syllabus, skits presented by college depicting life and works of our founder Sadhu T. L. Vaswani and Revered Dada J. P. Vaswani. Over 1300 audio, video, and PDF files have been uploaded to the digital library.

* **Content management system for e-learning**

The Digital library was created to assist students in academic learning process. The Library blog is updated with information like lists of new arrivals, quote of the month, monthly display of books, etc.

* **Participation in resource sharing networks / consortia**

Library has institutional membership of NLIST database to access e-journals and e-books. Usernames and passwords are provided to faculty and students for remote access.

4.2.6 Provide details (per month) with regard to.

* Average number of walk-in:	5187 per month
* Average number of books issued/returned	2514 per month
* Ratio of library books to students enrolled	32:1
* Average number of books added during last three years	3670
* Average number of logins to O.P.A.C.	217 per month
* Average number of logins to e-resources	379 per month
* Average number of e-resources downloaded/printed	750 per month
* Number of information literacy trainings organised	6 per year

4.2.7 Give details of the specialised services provided by the library

* **Manuscripts:** Issues of the college magazines in the form of manuscripts are preserved and provided for reference to the users as per demand.

* **Reference:** A separate section for reference resources such as encyclopedias, dictionaries, biographical resources, directories, etc. fulfil the reference needs of staff and students.

* **Reprography:** Provides reprography service for photocopying of important information from reference books, journals, newspapers, previous years' question papers as per need of the users.

* **I.L.L (Inter-Library Loan Service):** Our library has institutional membership of Jaykar Library (Savitribai Phule Pune University), British Council Library and MCCIA library for inter-library loan facilities.

* **Information Deployment and Notification:**

- Information about new arrivals is communicated through the library blog, WebOPAC and notice board.

- Major news clippings are regularly displayed on the notices boards and also uploaded in the digital repository.

- A table of contents of important journals subscribed by library are e-mailed to respective faculty members every month to keep them abreast of the latest developments in their fields.

- Important journal articles are indexed in the library software so that it can be searched in WebOPAC

* **OPAC:**

- **Please refer to point no. 4.2.4.**

* **Internet Access:**

Students and faculty can use internet in the digital library section to access online databases and journals subscribed to by the library.

* **Downloads:**

Users are permitted to download information acquired from websites or databases for academic purposes.

* **Printouts**

Printouts are available on demand.

* **Reading list / Bibliography compilation**

The library provides this service through library software on request of users.

* **In-house/remote access to e-resources**

- **Please refer to point no. 4.2.4.**

* **User Orientation**

Special orientation sessions giving information about the library and its services are arranged in the beginning of the academic year for freshers and faculty. Resource persons are invited to train faculty and students in the use of EBSCO databases within the campus and remotely. Besides this, students and faculty are made aware of their services through notices, circulars and announcements in the reading room and classes.

* **Assistance in searching Databases**

‘May I Help You?’ is the motto of our library staff who are ever willing to teach, encourage and assist users to access databases whenever there is a demand.

* **INFLIBNET / I.U.C. facilities**

The Library subscribes to Inflibnet-NLIST database through which one can access over 1,35,000 e-books and 6,000 e-journals.

4.2.8 Provide details on the annual library budget and the amount spent for purchasing new books and journals.

Year	Money Spent on Books (Amount in Rs.)	Money Spent on Journals (Amount in Rs.)	Amount Spent on Periodicals	Amount spent on Databases	Money spent on CDs,DVD and other non-books material(in Rs.)
2012-13	4,07,838/-	71,213/-	28,458/-	2,42,671/-	2,606/-
2013-14	4,11,327/-	83,938/-	32,821/-	2,79,404/-	-
2014-15	3,88,230/-	74,205/-	35,842/-	10,056/-	3002/-
2015-16	3,37,532/-	84,668/-	37,350/-	3,39,521/-	210/-
Total	15,44,927/-	3,14,024/-	1,34,441/-	5, 71,652/-	5818/-

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services.

An Automated Online feedback on a five point scale is taken from every user of the library. The parameters identified for feedback are:

- Relevance and sufficiency of print and e-collection
- Usefulness of e-services
- Cooperation of the staff
- Infrastructure and environment.
- Variety of information displayed in library premises.

This information is used for improvement and upgradation of library resources and services.

4.2.10 List the infrastructural development of the library over the last four years.

- Suitable modifications in the library infrastructure such as rearrangement of book racks, addition of periodical racks, newspaper racks, new arrivals rack, additional seating arrangement, a browsing unit, circulation counter, reprographic facility, printer and four racks for students' belongings have made it more student friendly.
- Other infrastructure like computers software, have been upgraded and renewed to keep pace with IT developments.
- To computerise all library activities four more computers, the SLIM software, one dot matrix printer, one scanner, one photocopying machine, one barcode label printer and two hand scanners have been added.
- SLIM- library software has been upgraded with new feature in modules like cataloguing, circulation and Web OPAC.
- Optimal usage of infrastructure has resulted in increase in usage of databases and online catalogue.

4.2.11 Did the library organise workshop/s for students, teachers, non-teaching staff of the College to facilitate better Library usage?

- To ensure maximum utilisation of resources and to make its users aware of existing services and facilities, the Library conducts 6 Orientation Programmes every year for its fresh subscribers.
- Database training and OPAC training is also conducted for users to equip them with skills for efficient searching of library holdings.
- Whenever new software are acquired, workshops are conducted and resource persons are invited to familiarise the faculty and students with its usage.
- The staff is promptly informed of all new arrivals.

4.3 I.T. Infrastructure

4.3.1 Does the College have a comprehensive I.T. policy addressing standards on I.T. Service Management, Information Security, Network Security, Risk Management and Software Asset Management

- We have an AMC with reputed service engineers, who look after I.T. Service Management, Information Security, Network Security, Risk Management and Software Asset Management. They also provide emergency backup during examinations, seminars and workshops.
- Our computers and accessories are maintained by in-house procedures such as:
 - a) Weekly check-up of all the systems, de-fragmentation, scanning, deletion of files not required etc.
 - b) Cleaning of all systems and drives by use of drive cleaning devices.
 - c) Scanning the computers for viruses.
- An on-campus engineer, under the terms of our AMC attends to all problems promptly.
- The staff of all the IT labs is trained to check the computers and undertake basic, routine maintenance.
- The LAN network and broadband facilities are serviced and maintained by reputable and reliable contracts from an outside agency.
- We use licensed software, as well as open source and developed ones.
- All important centres in the college are under CCTV surveillance for security.
- All important documents and network are password protected.
- The college has a well stated policy on I.T and usage of electronic devices in the college campus, applicable to all employees, AMC in charge and students of the college. All concerned members are aware of the I.T policy of the college and I.T Act of the Nation and have signed an undertaking regarding the same.

4.3.2. Give details of the College's computing facilities (hardware and software)

* **Number of systems with configuration**

The college has **237** computer machines distributed over a number of laboratories, exam cell, library, office and staff cubicles:

Laboratory	Configuration	No of Machines
Computer Science Lab and Maths Lab	Windows 7 / Centos 6.5 Intel® Core™i3 @ 3.30 GHz 8 GB RAM 500 GB Asus	61
	Windows XP Professional SP3 Pentium® Dual-Core CPU E5200 @ 2.50GHz 1 GB RAM 160 GB AS-ROCK G-31 M	18
Computer Science Lab and Maths Lab SERVER	Linux Server Red Hat Enterprise Linux 5.4 Intel® Xeon(R) @ 3.10 GHz 32 GB RAM 1 TB IBM System x3100 M4	01
	MATHS LAB Windows Server 2008 Intel® Xeon(R) @ 3.10 GHz 32 GB RAM 1 TB IBM System x3100 M4	01 Total = 81 Nodes
Electronics Lab	Windows XP Professional SP2 Intel ® Atom ™ CPU 230 @ 1.60 GHz 1 GB RAM 160 GB D945 GLF	02
	Windows XP Professional SP3 Intel®Pentium ®4 @ 2.26 GHz 1 GB RAM 40 GB Acer Power	04
	Windows XP Professional SP3 Intel® Pentium ®4 @ 2.26 GHz 1 GB RAM 40 GB AWRDACPI	01

Electronics Lab	Windows XP Professional SP3 Intel®Pentium ®4 @ 3.00 GHz 1GB RAM 80 GB <u>D945 GCR</u>	03
	Windows XP Professional SP3 Intel®Pentium ®4 @ 2.26 GHz 1 GB RAM 40 GB <u>AP111S</u>	01
	Windows XP Professional SP3 Intel®Pentium ®4 @ 2.26 GHz 1 GB RAM 40 GB <u>AP110S</u>	01 Total =12
IT-Lab	Server Windows Server 2008 Intel ® Xeon ® X3430 @ 2.40 Ghz 8 GB RAM 1TB <u>X3200 M3 -(7328I6S)</u>	01
	Windows Professional 7 Intel®Pentium ® Dual-Core E5800 @ 3.20 GHz 2 GB RAM 500 GB <u>P5G41T-MLX</u>	20
	Windows Professional 7 Intel®Pentium ® 4 @ 3.20 GHz 2 GB RAM 80 GB D945DCR	02
	<u>Windows Professional XP</u> Intel® Pentium ® 4 @ 1.80 GHz 1GB RAM 40 GB	01 Total=24 nodes
B.C.A. Lab	Windows Server 2008 Intel ® Core™ 2 Duo E7500 @ 3.20 Ghz 1 GB RAM 160 GB <u>P5KPL-AM/PS</u>	01
	Windows Professional 7 Intel ® Core™ 2 Duo E7500 @ 3.20 Ghz 3 GB RAM 160 GB P5KPL-AM/PS	35 Total=36 nodes

Language Lab	Windows 7 Intel®Pentium ® Dual-Core E5800 @ 3.20 GHz 2 GB RAM 500 GB P5G41T-MLX	11
	Windows XP Professional SP3 Intel®Pentium ®4 @ 3.00 GHz 512 MB RAM 80 GB D945 GCR	01 Total=12 Nodes
Office	Windows 7 Intel®Core ™ 2 Duo CPU E7300 @ 2.66GHz 3 GB RAM 320 GB Inspiron 530s	01
	Windows Professional 7 Intel®Pentium ® Dual-Core E5200 2.50 GHz 3 GB RAM 80 GB D11020M	01
	Windows Professional 7 Pentium®Dual-Core CPU e5200@2.50GHz(2CPUs) 2.50 GB RAM 160 GB DG31GL	01
	Windows Professional 7 Intel®Pentium ® Dual-Core E5800 @ 3.20 GHz 2 GB RAM 500 GB P5G41T-MLX	12 03
	Windows Professional 7 Intel ® Pentium® 4 @ 3.00 GHz 2.50 MB RAM 160 GB D945GCR	02

Office	Windows Professional 7 Intel® Core™ I3 @3.40 GHz 4GB RAM 250 GB Asus	01
	Windows Professional 7 Intel(R)Pentium (R)CPU 2.70 GHz 2 GB RAM DH 61h 500 GB	01
	Windows Server 2008 Intel ® Xeon ® X3430 @ 2.40 Ghz 8 GB RAM 1TB X3200 M3 -(7328I6S)	02
	Windows Professional 7 Intel(R)Pentium (R)@ 2.90 GHz 2 GB RAM 500 GB DH61BF	01
	Windows Professional 7 Intel® Core™i3 @ 3.30 GHz 4 GB RAM 500 GB DH 61 WW	01
	Windows Professional 7 Intel®Core™ i3 CPU 540 @ 3.07 GHz 2GB RAM 500 GB DH55TC	01 Total = 27 nodes
Exam Cell and Cubicles	Server Windows Server 2008 Intel ® Xeon ® X3430 @ 2.40 Ghz 8 GB RAM 1TB X3200 M3 -(7328I6S) B.B.A \ B.C.S. (Computer Science)Server	01
	Windows 8.1 Intel®Core™ i3@ 3.40 GHz 4 GB RAM 500 GB Asus	02

Exam Cell and Cubicles	Cubicle-1 Windows XP Professional SP3 Intel®Pentium ®4 @ 2.40GHz 1.50 GB RAM 80 GB D865GBF	01
	Cubicle-2 Windows Professional 7 Intel®Pentium ®4 @ 3.00 GHz 1 GB RAM 160 GB D945 GCR	10
	Windows Professional 7 Intel®Core™ i3@ 3.07 GHz 4 GB RAM 500 GB DH55TC	01
	Windows Professional 7 Intel®Core™ i5@ 3.00 GHz 4 GB RAM 500 GB DH61WW	02
	Windows Professional 7 Intel®Pentium ® Dual CPU E2160 @ 1.80 GHz 3 GB RAM 160 GB PI945GCM	01 Total=18 nodes
Class Rooms	Windows Professional 7 Intel® Core™i3 @ 3.30 GHz 4 GB RAM 500 GB	04
	Windows 7 Intel®Pentium ® Dual-Core E5800 @ 3.20 GHz 2 GB RAM 500 GB P5G41T-MLX	01
	Windows Professional 7 Intel ® Core™ 2 Duo E7500 @ 3.20 Ghz 1 GB RAM 160 GB P5KPL-AM/PS	01

Class Rooms	Windows XPSP3 Intel®Pentium ®4 @ 2.26 GHz 1 GB RAM 40GB AWRDACPI	01
	Windows XP Professional SP3 Intel ® Pentium®4 CPU @ 1.80 GHz 512MB RAM 40 GB PI845GLM	01
	Windows XP Professional SP3 Intel ® Pentium®4 CPU @ 3.00GHz 256MB RAM 40 GB D845GBF	01
	Windows XP Professional SP3 Intel ® Pentium®4 CPU @ 3.00GHz 512MB RAM 80 GB D945GCR	02
	Windows XP Professional SP3 Intel ® Pentium®4 CPU @ 1.80GHz 2.50MB RAM 40 GB P4BGL-MX	01 Total = 12 nodes
Library	Windows Professional 7 Intel® Core™i3 @ 3.30 GHz 4 GB RAM 500 GB DH 61 WW	06
	Windows Professional 7 Pentium®Dual CPU e216@1.80GHz 3 GB RAM 160 GB PI945GCM	01
	Windows Professional 7 Intel®Pentium ® 4 CPU 2.99GHz 2.56 GB RAM D945GCR 80G B	01
	WebOPAC SEARCH Windows Professional 7 Intel®Core (TM) 2 Duo CPU 2.93 GHz 2 GB RAM DG41RQ 80GB	01

Library	Server Windows Server 2008 Intel ® Xeon ® X3430 @ 2.40 Ghz 8 GB RAM 1TB X3200 M3 -(7328I6S) DIGITAL LAB Windows 7	01
	Intel®Pentium ® Dual-Core E5800 @ 3.20 GHz 2 GB RAM 500 GB P5G41T-MLX	06

• **Please refer to graph no. 4.3.2**

* **Computer-Student Ratio:**

At any given point of usage, the student-computer ratio is 1:1.

* **Dedicated computing facility:**

a) A dedicated server is provided for each laboratory in the college, which is reserved for serving the network activities.

b) Some systems are also reserved for conducting exam related work in the exam section.

* **LAN facility:**

All the systems in the college are well connected with Virtual LAN.

* **Wi-fi facility:**

The college exam section is equipped with Wi-Fi facility. Wi-fi is provided using Net Gear routers.

* **Proprietary software / Open source software**

Proprietary Software	Open Source Software
Microsoft Windows 7	Cent OS 6, RedHatLinux
Microsoft Visual Studio 6 Microsoft Visual Studio 8	SciLab for Mathematics Laboratory
SLIM21 Library software.	MATLAB
Vridhhi Software for administration	<u>Inhouse Developed Softwares:</u> 1. Online Examination System 2. Online Feedback System 3. Online booking (Audi, A.V. Room) 4. Random Question Paper Picker and Timetable Scheduler 5. Online Student Progress Report 6. Electronic Workbook
Tally ERP9	
SQL Server	

ISM	
Shree Lipi	
Orell Digital Language Lab	

* **Number of nodes/computers with internet facility**

Almost all the systems in the college are equipped with internet facility.

* **Any other**

The college has 11 big UPSs, 29 batteries, 28 printers and 16 projectors, 4 scanners and 5 laptops.

Intranet facility on campus ensures sharing of information and resources.

4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- As an Autonomous College, we are constantly revising and upgrading our syllabus, for the computer courses. This necessitates constant upgradation of our I.T. infrastructure and associated facilities. We even develop, customise and upgrade our own examination and admission software.
- Our institutional plans and strategies are:
 - a. Developing more in house, customised software.
 - b. Reducing the usage of paper drastically by enhancing online documentation and communication.
 - c. Making a repository of study material for students through intranet.
 - d. Working towards the establishment of virtual classrooms.
 - e. Promoting e- learning.

4.3.4. Give details on access to online teaching and learning resources and other knowledge, and information provided to the staff and students for quality teaching, learning and research.

- **Please refer to point no. 4.2.4 and 4.2.11** for ‘dissemination of information to staff and students’.
- We have achieved 100% computer literacy. We regularly conduct computer orientation workshops for our students to give them basic computer literacy. One of our continuous internal tests - the M.C.Q. test is computerized.
- Workshops are conducted frequently to upgrade the computer skills of the faculty for optimal usage of the internet and multimedia for educational benefits.
- Every department has its own computer besides the computers in the labs.
- The computer laboratories are free for student use for their project work during college hours.
- The problem of power failure is tackled through the provision of high powered UPS, stabilisers and a 100 kVA generator.

- Intranet facility on campus ensures sharing of information and resources.
- **Please refer to point no. 2.3.3 and 2.3.6** for ‘online teaching and learning resources’.

4.3.5. Give details on the I.C.T. enabled classrooms/learning spaces available within the College and how they are utilized for enhancing the quality of teaching and learning.

- **Please refer to point no. 4.1.1 and 4.3.3** for ‘ICT enabled learning spaces and utilisation of computer aided teaching’.

4.3.6. How are the faculty facilitated to prepare computer aided teaching-learning materials? What are the facilities available in the College or affiliating University for such initiatives?

The faculty has at its disposal the entire college ICT enabled infrastructure, at all times throughout the day. The library is also a rich source of updated software, databases and information that can be used freely for the preparation of computer aided teaching-learning materials. Besides, the ‘eager to help’ attitude of the library staff and the prompt services of the on-campus I.T. engineer has encouraged the faculty in supplementing classroom teaching with computers.

4.3.7. How are the computers and their accessories maintained? (AMC, etc.)

- **Please refer to point no. 4.3.1.**

4.3.8. Does the college avail of the National Knowledge Network connectivity directly or through the affiliating University? If so, what are the services availed of?

It is a matter of pride that our college has been shortlisted for providing MPLS connectivity to the National Knowledge Network. We are awaiting the U.G.C. grant for this purpose.

4.3.9. Provide details on the provision made in the annual budget for update, deployment and maintenance of the computers in the college

The college makes a provision of 10 lakhs annually for update, deployment and maintenance of the computers.

4.4 Maintenance of Campus Facilities

4.4.1. Does the College have an Estate Office/designated officer for overseeing maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

A large group of support staff helps to maintain the campus and keep it neat, clean and beautiful. An Estate Manager has been appointed on a full time basis to look after day to day problems. He is supported and helped by one of our peons.

Initiatives:

- Special training imparted to helpers for fixing common electrical and water problems so that help can be obtained in emergency situations.
- A fixed schedule for cleaning was decided upon and job profiles handed out to the maintenance staff. For e.g. Sweeping and swabbing to be done daily; washing, scrubbing and removal of cobwebs to be done once every three months; drains to be cleaned once every week; drinking water tanks to be cleaned once in two months, etc.

- A carpenter, electrician and mason have been made available on call. A part-time plumber and electrician are employed on campus.
- Specific measures for protecting and maintaining the physical infrastructure of the college have been outlined and are being followed. For e.g. pest control is done once every four months, the entire college building and campus is sanitised daily to prevent the outbreak of Swine flu, plants are watered daily and pruned regularly, painting of the entire building is undertaken once every five years, maintenance of equipment is supported by an A.M.C. and there has been appointment of a full time hardware engineer in our college.
- The requirements for maintenance/repair are reported in the log book for follow up action.
- A well-maintained and well-managed classroom mapping system is in place for optimal utilization of classrooms.
- Our well-equipped I.T. Labs are maintained through internal monitoring and reliable and efficient service/maintenance contracts to ensure minimum ‘down’ time.
- Optimum utilisation of the A.V. Room for I.C.T. enabled teaching, guest lectures, student workshops, seminars and FIPs is done by maintaining a register.
- An elevator has been installed especially for the physically challenged.
- Fire extinguishers have been installed to ensure safety of the college students and the college building.

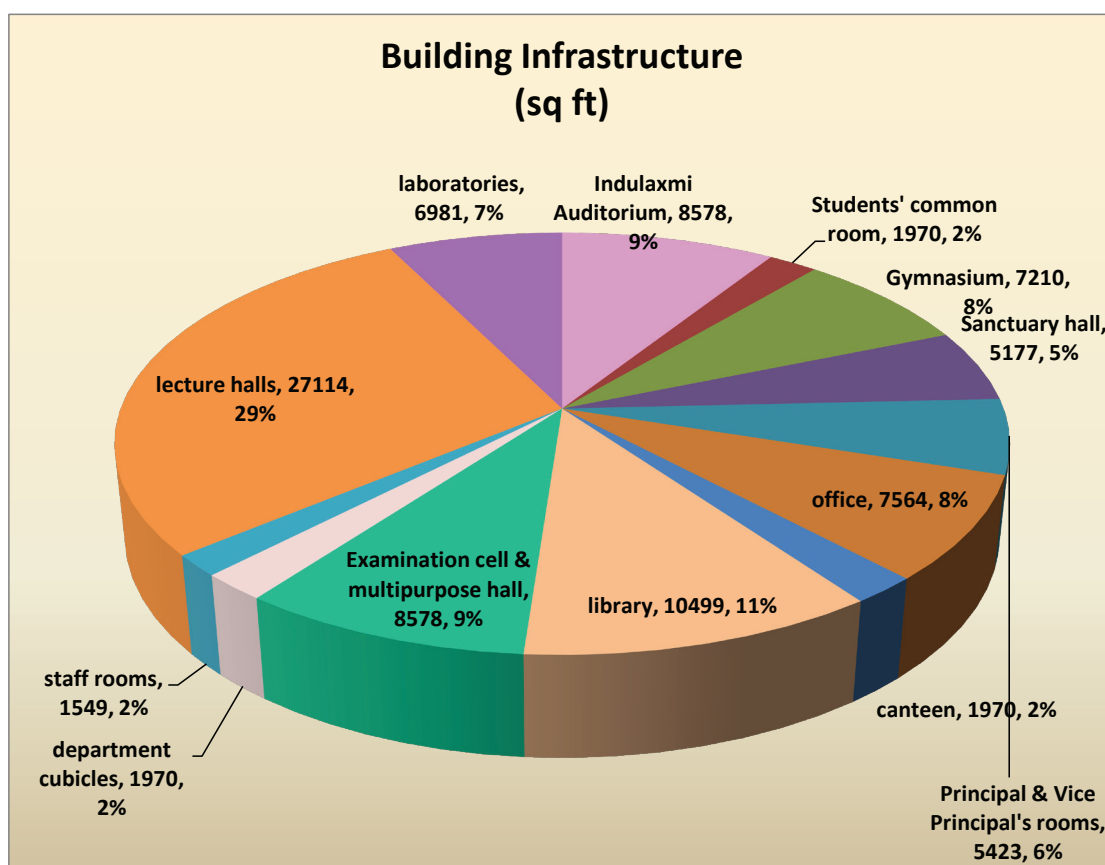
4.4.2 Does the College appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained? Give details.

- Please refer to point no. 4.4.1

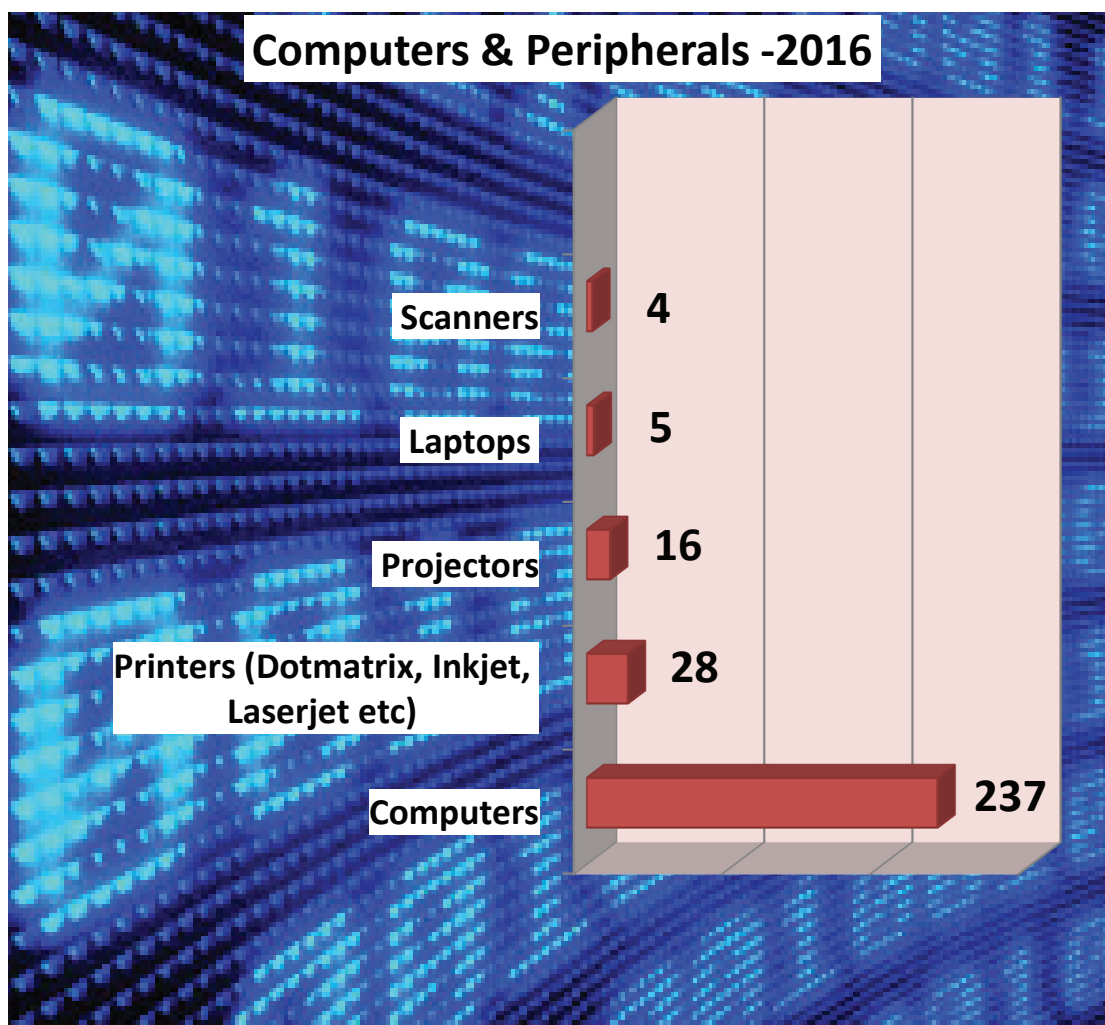
Any additional information regarding Infrastructure and Learning Resources, which the institution would like to include.



Graph 4.1.1



Graph 4.3.2



CRITERION V

Student Support and Progression

5.1 Student Mentoring and Support

5.1.1 Does the college have an independent system for student support and mentoring? If yes, what are its structural and functional characteristics?

- The college website as well as the prospectus provide information about student support services.
- Please refer to Points 2.2.1 and 2.3.7 for details.

5.1.2. What provisions exist for academic mentoring apart from class room work?

- Please refer to Points 2.2.3, 2.2.5, 2.2.6 and 2.3.7 for details.

5.1.3. Does the college provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g., career counselling, soft skill development, etc.

- The college has a Counselling Cell supported by the Department of Psychology that arranges for individual and group counselling activities.
- Students are offered counselling in the areas of subject selection, career selection, ways to tackle emotional problems, inter-personal relationships, lack of parental care, peer pressures, etc. When necessary, the counsellors call for a meeting with the parents to seek solutions to problems and in some cases refer the student to professional help.
- The Psychology Department also conducts aptitude tests to guide students in their 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.
- A 10-day soft skills development workshop is conducted for all final year students.
- On popular demand, a two credit 'Course on Personality Development' that aimed at improving self-management skills, inter-personal skills, and communication skills of students, and providing them with valuable tips on time management, stress management, team building and business etiquette was conducted last year.

5.1.4. Does the college publish its updated prospectus and handbook annually? If yes, what are the activities/information included/provided to students through these documents? Is there a provision for online access?

The college publishes its prospectus every year. The prospectus provides information about the college profile, courses offered, admission policy, fee structure, eligibility rules, college rules, rules of attendance and discipline, examination ordinances and information about internal tests/examinations, free ships, scholarships, medical check-up, welfare schemes, etc.

5.1.5. Specify the type and number of scholarships/freeships given to students (UG/ PG/M.Phil/Ph.D./Diploma/others in tabular form) by the College Management during the last four years. Indicate whether the financial aid was available on time.

No student is turned away from the portals of St. Mira's College for paucity of funds. Apart from the Government scholarships, the college provides scholarships and freeships to students to the tune of over Rs.7,00,000/-

5.1.6. What percentage of students receive financial assistance from state government, central government and other national agencies? (For e.g. Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)

12%.

5.1.7 Does the College have an International Student Cell to cater to the needs of foreign students? If so, what measures have been taken to attract foreign students?

The college does not have an International Student Cell.

5.1.8 What types of support services are available for

* **Overseas students:** We provide

- Relevant information
- Single window clearance
- Assistance for obtaining eligibility with the University
- Hostel accommodation
- Medical check up
- Assistance with police clearance, if necessary.

* **Physically challenged/differently-abled students:** We provide

- A lift and wheelchair facilities.
- Audio library and audio question papers, and writers during exams.
- Additional time to answer their papers.

* **SC/ST/OBC and the economically weaker sections :** We provide

- Special Quota reservations in admissions are provided.
- Government Scholarships and freeships are offered, and children made aware of the same.
- Remedial coaching, assistance for purchase of books, Book Bank facility, Earn while you Learn Scheme, Counselling Sessions, etc. are encouraged.
- Personalised attention by teachers after class hours for those who seek it.

* **Students to participate in various competitions/conferences in India and abroad :** We offer

- Special coaching, guidance and encouragement to participate in various competitions at the college, inter-college, state and National Levels.

- The Registration fees for these competitions are borne by the college.
- Students are also given travelling allowance to reach the venue of the competition.

* **Health centre, health insurance, etc.:**

- We have a tie-up with Inlaks and Budhrani Hospital, a multispeciality 500-bed hospital, the facilities of which are made available to students.
- All the students admitted at the entry Level are covered under the Medical check-up programme and compulsory Medical Insurance Scheme of the Savitribai Phule Pune University.
- In addition, we have a homoeopathy clinic on campus where a certified practitioner is available for consultancy and free medicines are given to students.
- Free basic dental treatment, free Thalassemia check-up and free eye check-up is conducted for all students annually.

* **Skill Development (Spoken English, Computer Literacy, etc.)**

• **Skill Development:**

Skill-based additional Credit Courses are conducted with the advent of Choice Based Credit System. These help students acquire extra credits throughout the programme, which are accumulated, recognized & reflected in their marks sheets at T.Y. Level. These courses are interdepartmental such as Personality Development, Introduction to Film Making, Foreign Languages, Dancing, Tally or course specific such as 'Python' for computer students. We have add-on courses on gender development.

• **Spoken English:**

We conduct special remedial classes in English and a heavily subsidised additional credit course in 'Spoken English'.

Special programmes are designed to give students additional inputs on communication skills, personality development and enhanced self-confidence.

• **Computer Literacy:**

• **Please refer to point no. 2.2.11**

* **Performance enhancement for slow learners/students who are at risk of failure and dropouts:**

- We provide remedial teaching, tutorial lectures and flexi tests for internal exams.
- They are given the option of choosing a basic level course against advanced ones.
- Their performance is monitored, they are counselled and their parents are also asked to ensure that the children are not demotivated.

* **Exposure of students to other institutions of higher learning/ corporate/business houses, etc.:**

- Students are encouraged to participate in seminars, conferences, workshops and lectures organised at the University, the British Council and the Film Archives, they also participate in the Jaipur Literature Festival every year.
- Prominent speakers from other institutions-both academic and corporate are invited to deliver talks and interact with our students.

- When the college hosts seminars and conferences, students are permitted to attend so that they get an opportunity to listen to some of the brilliant minds of the country.
- Students are taken for field visits and industrial visits.

* **Publication of Student Magazines:**

- The college magazine published annually showcases the literary skills of students.
- Students form an important part of the editorial board of the magazine.
- A wall magazine dedicated to different themes is put up every month.

5.1.9 Does the College provide guidance/coaching classes for Civil Services, Defense Services, NET/SLET and any other competitive examinations? If yes, what is the outcome?

Students are given coaching for appearing for M.P.S.C. and U.P.S.C. examinations. Resource Persons are invited, Workshops arranged and PG Seminars conducted for NET/SET exams.

5.1.10 Mention the policies of the College for enhancing student participation in sports and extracurricular activities

Sports is an integral part of the curriculum. As part of our emphasis on holistic education, we encourage our students to develop their physical abilities along with their mental skills. Our students participate and excel in sports, especially in Athletics, Throws, Power Lifting, Archery, Rifle Shooting and Rowing at the District, State, and National Levels.

Incentives for sports students:

- Special quota for students with sports achievements at the entry Level.
- A mini-gym with modern physical exercise and fitness equipment.
- A spacious playground with all facilities and equipment for:
 - a) Javelin b) Handball c) Discus d) Table Tennis e) Weight-lifting f) Jumping g) Shot Put h) Hurdles j) Taekwondo
- Special coaches to train students in their respective events have been appointed.
- Scholarships, fee concessions, free medical check-up, free nutritious breakfast, vitamins, travelling and pocket allowance, T-shirts and track suits are provided to students participating in inter college/university/state /national level sports.
- Additional academic support, special concession in attendance, and flexibility in examination schedules is always given.
- Scholarships, cash prizes and trophies are awarded to the best sports girls every year.

5.1.11 Does the College have an institutionalised mechanism for placement of its students? What services are provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

The college has an active Placement Cell.

- Placements are normally carried out as per students' requirements regarding full time/part time employment, previous exposure and the skill sets they presently possess.

- Sessions on ‘How to Appear for Interviews’, ‘How to Write CVs’, and Mock Interviews are conducted.

5.1.12 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus annually for the last four years).

Placement report of the last four years

2012-2013

Name of the Organisation	Students Selected
Metro Accounting Centre of Excellence Pvt. Ltd.	07
Lnoppen	02
KPMG.	01
Total	10

2013- 14

Name of the Organisation	Students Selected
1)Absolute Asymptote Consultants Pvt. Ltd.	3
2)Wordsmith Communications – An Advertising Agency.	1
3)Jet India Institute of Aviation and Hospitality Management -IndiGo Airline	3
4)T.C.S.L.	10
5)Infosys	7
6)K.P.M.G.	16
7) METRO-Centre For Excellence In Accountancy	3
8) South Indian Bank	8
Total	51

2014-15

Name of the Organisation	Students Short-listed
1)Kider Brook Pre-School	2
2)K.P.M.G.	34
3)Metro	8
4)Skyscrapers Consulting Services	7
Total placed	51

2015-16

Name of the Organization	Students Shortlisted
1)Tata Consultancy Services BPS	7
2)Teach for India	3
3)K.P.M.G.	25
4)Northern Trust Bank	26

5)Eclerx	2
Total Placements	63

- **Please refer to graph no. 5.1.12**

5.1.13 Does the College have a registered Alumni association? If yes, what are its activities and contributions to the development of the College?

The College has an Alumni Association. Through the alumni association former students are able to maintain a warm relationship with the college and the staff. They:

- Participate in functions and events organised by the College/ Management
- Sponsor the education of economically backward students
- Officiate on our BOS
- Visit as guest faculty
- Institute awards, freeships/scholarships/concessions on need cum merit basis
- Provide internship support
- Sponsor inter-college events

5.1.14 Does the College have a student grievance redressal cell? Give details of the nature of grievances reported and how they were redressed.

- **Please refer to point no. 6.2.5. for grievance redressal mechanism.**
- **Please refer to point no. 2.5.10. for grievance redressal examinations.**

5.1.15 Does the College have a cell and mechanism to resolve issues of sexual harassment?

We are a women's college where all the faculty-teaching as well as clerical, are ladies. There have been no reported cases of sexual harassment. Gender sensitisation of both staff and students is undertaken in a very proactive manner. Gender related issues are incorporated in the syllabus of most of the subjects. Besides, students and faculty participate wholeheartedly in lectures by eminent people, film screenings, seminars, classroom discussions, field visits, street plays, conferences and seminars aimed at gender sensitisation.

5.1.16 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

The college has an anti-ragging committee comprising of the Principal, the Vice Principal, the Student Counsellor, the Head of the Department of Sociology and a Student Representative. To date, there have been no cases of student ragging reported in the last 4 years.

5.1.17 How does the College elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation, etc.?

Please refer to the following points in the 'Evaluative Report of the Departments' for answers to the above question:

- **Point no. 33 – for curricular activities.**

- **Point no. 32 – for co-curricular activities and student enrichment programmes.**
- **Point no. 19 and 21– for research activities.**
- **Point no. 35 – for extension and community orientation activities.**

5.1.18. What special schemes/mechanisms are in place to motivate students for participation in extracurricular activities such as sports, cultural events, etc?

For sports **please refer to Point No. 5.1.10.**

We have an extremely vibrant Cultural Committee with teachers and students as cultural representatives. The College organises the following cultural activities during each year:

- The Marathi Day, Hindi Divas, English Week are observed with great enthusiasm.
- Three Inter-college fests – Teklogica, Exodus and Spectrum are the biggest draws of the year.
- Janmashtami is celebrated with a performance and a quiz on the life and teachings of Sri Krishna; the Ganpati festival is celebrated by installing an eco friendly idol made by the students; Eid and Christmas are celebrated with equal fervour.
- The week-long Mira Talent Ablaze has a gamut of competitions like Dance, Music, Flower Arrangement, Cookery competitions.
- Twice a year the students stage an excellently performed light and sound show on the life and teachings of Sadhu T.L.Vaswani – our founder.

5.1.19 How does the College ensure participation of women in ‘intra’ and ‘inter’ institutional sports competitions and cultural activities? Provides details of sports and cultural activities in which such efforts were made?

- All our students are women students. So everyone is provided with the same facilities. **Please refer to Point No. 5.1.10 and graph no. 5.1.19 – for details.**

5.2. Student Progression

5.2.1 Provide details of programme-wise success rate of the College for the last four years. How does the College compare itself with the performance of other autonomous Colleges/universities (if available)

- **Please refer to point no. 2.6.4.**

There is only one Autonomous Arts/Science/Commerce college other than ours in Pune-Symbiosis College; their first batch hasn’t graduated as yet.

5.2.2 Provide the percentage of students progressing to higher education or employment (for the last four batches) highlight the observed trends.

Student progression				
UG to PG				
Year	Percentage against enrolled			
	B.COM.	B.A.	B.B.A.	B.C.A.
2012-13	58.04	59.13	58.75	40.38

2013-14	88.80	75.26	47.91	54.55
2014-15	51.75	52.14	62.69	31.37
2015-16	63.32	35.34	20.48	9.09
Employed				
Campus selection	2012-13	10		
	2013-14	51		
	2014-15	51		
	2015-16	63		
Other than campus recruitment	2012-13	32		
	2013-14	69		
	2014-15	52		
	2015-16	110		

5.2.3 What is the Programme-wise completion rate/dropout rate within the time span as stipulated by the College/University?

Results – Pass Percentage of last 5 years

Results	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Arts	82.61%	77.67%	72.92%	65.49%	64.06%
Commerce	81.58%	84.92%	89.34%	65.85%	72.83%
B.B.A.	100%	98.70%	97.90%	96.92%	93.88%
B.C.A.	97.73%	94.23%	94.23%	64.71%	33.33%
B.C.S.	75%	61.76%	77.14%	68.18%	86.48%
M.A. English.	90.91%	79.55%	70.37%	88.24%	93.75%
M.A. Economics.	76.92%	57.14%	37.50%	88.89%	66.67%
M.A. Sociology.	94.74%	80.65%	86.67%	100%	80%
M.COM.	50%	69.09%	67%	100%	70.59%

Programme wise Dropout rate

COMMERCE	Percentage
2012-2013	3
2013-2014	2
2014-2015	1
2015-2016	4
ARTS	Percentage
2012-2013	6
2013-2014	6
2014-2015	5
2015-2016	6

5.2.4 What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET,UGC-NET,SLET,ATE/CAT/ GRE/TOFEL/ GMAT/Central/State services, Defence, Civil Services, etc.

Cleared SET/NET in the last 4 years: 21

Appeared: 10

5.2.5. Provide details regarding the number of Ph.D/D.Sc./D.Litt. theses submitted, accepted, resubmitted and rejected in the last four years.

Seven of our staff members have submitted their thesis and 5 have been awarded their doctoral degrees; two are awaiting their viva.

5.3 Student Participation and Activities.

5.3.1 List the range of sports and games, cultural and extracurricular activities available to students. Provide details of participation and program calendar.

2011-12

Name of the Event	Held at	Names of the Students	Result
District Level Fencing	Pune	Shraddha Dudhane	Gold
Inter Zonal (Group) Level, Hammer Throw	Pune	Soniya Shinde	Gold
Inter Zonal (Group) Level, Discus	Pune	Soniya Shinde	Gold
All India Inter University, Hammer, Throw	Karnataka	Soniya Shinde	Gold
Maharashtra State Athletics, Hammer Throw	Pune	Soniya Shinde	Gold
Maharashtra State Athletics, Discus	Pune	Soniya Shinde	Gold
Inter Zonal (Group) Level, Shot-put	Pune	Soniya Shinde	Silver
ASHWMEGH, Discus	Pune	Soniya Shinde	Silver
Maharashtra State Athletics, Javelin throw	Pune	Supriya Kamble	Silver
ASHWMEGH, Shot-put	Pune	Soniya Shinde	Bronze
Maharashtra State Athletics, Discus	Pune	Shital Wankhede	Bronze
Zonal Level, Fencing	Pune	Wani Shivani	Silver
Zonal Level, Handball	Nashik	Supriya Kamble	Silver
Zonal Level, Fencing	Pune	Shraddha Dudhane	Bronze
State Level, Fencing	Thane	Shraddha Dudhane	Participation
Zonal Level, Fencing	Pune	Pardeshi Neha	Participation
Zonal Level, Fencing	Pune	Jawalkar Bhagyashree	Participation

All India University, Fencing	Coimbatore	Wani Shivani	Participation
All India University, Fencing	Coimbatore	Shraddha Dudhane	Participation

2012-2013

Zonal, Power Lifting	Mumbai	Amrapali Galande	Gold
National, Power Lifting	Mt.Abu	Amrapali Galande	Gold
District, Table Tennis	Pune	Yamini Meherally	Gold
Pune Dist. Athletics, Hammer Throw	Pune	Soniya Shinde	Gold
Pune Dist. Athletics, Discus Throw	Pune	Soniya Shinde	Gold
West Zone, Hammer Throw(U-20)	Pune	Soniya Shinde	Gold
West Zone, Hammer Throw(U-18)	Pune	Amrapali Galande	Gold
Inter Zonal, Hammer Throw	Pune	Soniya Shinde	Gold
Zonal Level Athletics, National, Hammer Throw	Baramati	Soniya Shinde	Gold
Pune District, Power Lifting	Pune	Amrapali Galande	Gold
Pune District, Power Lifting	Pune	Shital Wankhede	Gold
Pune City Zonal, Power Lifting	Pune	Amrapali Galande	Gold
Pune City Zonal, Power Lifting	Pune	Shital Wankhede	Gold
District Level, Hammer Throw	Pune	Soniya Shinde	Gold
District Level, Discus	Pune	Soniya Shinde	Gold
District Level, Discus	Pune	Shital Wankhede	Gold
District Level, Shot-put	Pune	Shital Wankhede	Gold
State Level U/20, Hammer Throw	Pune	Soniya Shinde	Gold
West Zone, Hammer Throw	Pune	Soniya Shinde	Gold
Women's Athletics Zilla Parishad, Discus	Pune	Soniya Shinde	Gold
Women's Athletics Zilla Parishad, Shot-put	Pune	Soniya Shinde	Gold
Pune Dist. Athletics, Hammer Throw	Pune	Amrapali Galande	Gold
All India federation, U/20 Hammer Throw	Pune	Soniya Shinde	Gold
Inter Zonal, National Level, Hammer Throw	Pune	Amrapali Galande	Gold
Zonal Level Athletics, Hammer Throw	Baramati	Amrapali Galande	Gold

District Level, Power lifting	Pune	Shital Wankhede	Participation
District Level, Power lifting	Pune	Amrapali Galande	Participation
State, Table Tennis	Pune	Yamini Meherally	Participation
Women's Athletics, Zilla Parishad, Hammer Throw	Pune	Amrapali Galande	Participation
Women's Athletics, Zilla Parishad, Hammer Throw	Pune	Shital Wankhede	Participation

2013-2014

Pune District, Power Lifting	Pune	Amrapali Galande	Gold
Pune District, Power Lifting	Pune	Priti Hole	Gold
Athletics, West Zone, Hammer Throw	Badodhara	Priti Hole	Gold
District Level, Power lifting	Pune	Priti Hole	Gold
District Level, Power lifting	Pune	Amrapali Galande	Gold
National Level, Shooting	Delhi	Aishwarya Jagtap	Gold
Pune District U/20, Hammer Throw	Pune	Priti Hole	Gold
Pune District U/21, Women Table Tennis	Pune	Yamini Meherally	Silver
Athletics, West Zone Hammer Throw	Badodhara	Amrapali Galande	Silver
Pune District U/20, Hammer Throw	Pune	Amrapali Galande	Silver
Maharashtra State, Senior Dodge Ball	Solapur	Kanchan Yadav	Participation
Maharashtra State, Senior Dodge Ball	Solapur	Kiran Godse	Participation
Maharashtra State, Senior Dodge Ball	Solapur	Varsha Patil	Participation
National Level Athletics,	Cochi	Priti Hole	Participation
District Level, Basket Ball	Pune	Nair Sneha	Participation
District Level, Dodge Ball	Pune	Vidhya Pillay	Participation
District Level, Dodge Ball	Pune	Gat Triveni	Participation
District Level, Dodge Ball	Pune	Nepali Shreya	Participation

District Level, Table Tennis	Pune	Jafari Fatima	Participation
District Level, Hammer Throw	Pune	Jafari Fatima	Participation
District Level, Basket Ball	Pune	Dhanvi Padh	Participation

2014-2015

State Level, Table Tennis	Mumbai	Yamini Meherally	Gold
State Level, Table Tennis	Pune	Amrapali Galande	Silver
Pune District U/20, Pune Hammer Throw	Pune	Yamini Meherally	Gold
District, Table Tennis	Pune	Yamini Meherally	Gold
District, Table Tennis	Pune	Yamini Meherally	Gold
State Level, High Jump	Pune	Badhe Jueely	Gold
State Level, Javelin Throw	Pune	Geeta Shinde	Gold
Zonal Level, Hand Ball	Pune	Vandana Wankhede	Gold
Women's Z.P. Open District Athletics, High Jump	Pune	Badhe Jueely	Gold
Women's Z.P. Open District Athletics, Javelin Throw	Pune	Geeta Shinde	Gold
Zonal Level, High Jump	Pune	Badhe Jueely	Gold
Zonal Level, Javelin Throw	Pune	Geeta Shinde	Gold
West Zone, Athletics, U/18 High Jump	Rajapur	Badhe Jueely	Gold
Mayan's Trophy, Hand Ball	Pune	Vandana Wankhede	Gold
National Level, High Jump	Goa	Badhe Jueely	Silver
Zonal Level, Discus Throw	Pune	Geeta Shinde	Silver
State Level, Discus Throw	Pune	Geeta Shinde	Bronze
Women's Z.P. Open District Athletics, Discus Throw	Pune	Geeta Shinde	Bronze
Zonal Level, Hand Ball	Malegaon	Badhe Jueely	Runner Up
Zonal Level, Hand Ball	Malegaon	Mrinal Thapliyal	Runner Up
West Zone, Athletics	Rajapur	Geeta Shinde	Selection
U/18 Javelin Throw, West Zone, Athletics	Rajapur	Geeta Shinde	Selection
U/18 Discus Throw, National, Athletics	Vijaywada	Badhe Jueely	Selection
U/18 Athletics, National, Athletics	Vijaywada	Geeta Shinde	Selection

U/18 Athletics, State Level, Boxing Championship, 45-48 kg wt	Chandrapur	Pawar Dipeeka	Selection
All India University, Hand Ball	Nagpur	Vandana Wankhede	Selection

2015-2016

District Level, 400 Mts	Pune	Pamu Suhasini	Gold
Hurdles- District Level 4 X 100 Mts.	Pune	Pamu Suhasini	Gold
Relay- Pune District Athletics, 400 Mts	Pune	Pamu Suhasini	Gold
Hurdles- Pune District Athletics,	Pune	Pamu Suhasini	Gold
Heptathlon- Pune District	Pune	Mamta Chourasia	Gold
U/18 Athletics, Hammer Throw	Junnar	Khusnaz Jogi	Gold
Zonal Level Hand Ball	Junnar	Mrinal Thapiyal	Gold
9th National, Shooting Championship	New Delhi	Aditi Shukla	Gold
Zonal Level, Air rifle shooting	Pune	Aditi Shukla	Gold
Zonal Level, Shooting	Pune	Aditi Shukla	Gold
Zonal Level, Hammer Throw	Pune	Mamta Chourasia	Silver
State Level, Hammer Throw	Pune	Mamta Chourasia	Bronze
Pune District U/18, Athletics Relay	Pune	Priyanka Palkar	Bronze
Maharashtra (Senior), Athletics 400 Mts. Hurdles	Mumbai	Pamu Suhasini	Selection
“Gun for Glory” National Championship, Shooting	Pune	Aditi Shukla	Selection
Open National Competition, Shooting	New Delhi	Aditi Shukla	Selection
Open National Competition, Shooting	New Delhi	Shraddha Gahine	Selection
All India University, Shooting	Pune	Aditi Shukla	Selection
Zonal Level, Hammer Throw	Pune	Pamu Suhasini	Participation

- Please refer to graph no. 5.3.1

5.3.2 Provide details of the previous four years regarding the achievements of students in co-curricular, extracurricular activities and cultural activities at different Levels: University/State/Zonal/National/International, etc.

Students Achievements in co-curricular and Extra-curricular Activities.

2012-13

Sr. No.	Name of Activity and Organisation	Name of the student with Class	Award Won
1.	Computer Quiz(Karve Institute)	KomalGoswami(T.Y.B.Sc. Comp. Science)	Second Prize

2.	Photography(BMCC College)	Deboleena Dutta (TYBCA)	Second Prize
3.	Photography-(NessWadia College)	Nabila Jasrani(T.Y.Bcom)	First Prize
4.	Inter-college Debate Competition(Ness Wadia College)	ArchanaPoduval, SurabhiGodbole, FarhatAjaz&VaibhaviTambaku	First Prize
5.	The Landmark Institutional Debate-BangiyaSanskritiSamsad	Dimple Sahajwalla (Science)	Best Speaker
6.	Inter-college Elocution competition(Christ College)	Dimple Sahajwalla (Science)	First Prize
7.	Slogan-making competitionon 'Female Foeticide'(Sakal foundation)	Students of the Marathi department	Participated and Slogans were presented on flex boards on Bhandarkarroad, Pune.

2013-14

Sr. No.	Name of Activity and Organisation	Name of the student with Class	Award Won
1.	International Youth Festival at South Korea	ShwetaGovindnani (T.Y.B.B.A.)	Participated in Cultural Dance Festival
2.	'Bharat kiShaan-RhumJhum'(DD National)	VashinviTupe (B.Sc Comp Sc.)	Solo Bharat NatyamPerformance
3.	360 0, a competition for budding artists and writers	Dimple Sahajwalla	Best Speaker-Second Prize
4.	Chart-Making Competition (Fergusson College)	Pooja Agarwal and Jyoti Sharma(B.ScComp. Science)	Second Prize
5.	Inter-college Project Competition (Fergusson College)	AnshuSawant , NehaDespande, SnehalKorade (B.ScComp.Science- Electronics)	First Prize
6.	Inter-college Debate Competition (Indira College)	Gurmeet Kaur (B.Sc Comp Sc.)	Second Prize
7.	Inter-college Debate Competition (St. Vincent College)	Chahat Raj Kapoor & Siddhi Dubey (B.B.A.)	First Prize

8.	Inter-college Debate Competition (M.U.College, Pimpri)	Sweta Govindnani and Anju Pal (T.Y.B.B.A)	First Prize
9.	Inter-college Debate (Symbiosis College)	Dimple Sahajwalla	Best Speaker
10.	Rotary Club Institutional Debate	Dimple Sahajwalla	Best Speaker
11.	Inter-college Debate and Elocution Competition	Esha Moorjani and Dimple Sahajwalla	Best Team Award
12.	Inter-college Project Competition (Ferguson College)	Gayatri Kevate, Shamila Daulatbad and Vashinvi Tupe (B.Sc. Comp. Sc.)	First Prize
13.	AVISHKAR 2013 (Savitribai Phule Pune University)	Paromita Ghosh and Shivani-Jiresal (B.Sc Comp Sc.)	Participation
14.	Inter-college Essay Writing Competition	Gayatri Kevate	First Prize
15.	Inter-college Essay Writing Competition	Sharyu Jadhav	Third Prize
16.	Inter-college Paper Presentation Competition (Christ College, Pune)	Chahat Raj Kapoor and Ankita Nair (B.B.A.)	First Prize
17.	Indian Solo Singing Competition Rhapsody 2014	Pranita Joshi	Runner-up
18.	Marathi Poetry Competition	Rajashree Kokate (S.Y.B.A.)	Second Prize in Original Composition

2014-15

Sr. No.	Name of Activity and Organisation	Name of the student with Class	Award won
1.	Purushottam Karandak	Revathi Dhage	First prize
2.	Inter-college Debate Competition (Gokhale Cup)	Shweta Lalwani (F.Y.B.COM.)	Second Prize
3.	State Level Inter-college Debate	Gurmeet Kaur (B.Sc.)	Second prize
4.	Essay writing competition	Reva Shree Baniya	First Prize

5.	Inter-college Electronics Poster Competition	Mamata Chaudhari and Hema Chaudhari (B.Sc.)	First and Second prizes
6.	Business -Plan competition	AfreenSabooni and Anushka Sharma (S.Y.B.COM)	Appreciation Prizes
7.	Singing Competition (Christ College)	The college team	Second Runner Up
8.	Inter-college Debate Competition (Christ College)	Chahat Raj Kapoor and Siddhi Dubey (B.B.A.)	Runner-up Team
9.	Inter-college Debate Competition (St.Vincent College)	Chahat Raj Kapoor and Siddhi Dubey (B.B.A.)	ThirdPrize
10.	Inter-college Debate Competition (Symbiosis College)	Crystal Symss (S.Y.B.A.)	Runner- up
11.	Inter-college Electronics Paper Presentation Competition	Snehal , Upasana and Aparna (B.Sc.)	First prize
12.	Stock MIND Season 3 Contest - ICICI Direct Centre For Financial Learning	NeelamDhaigude	First Prize
13.	Inter-college Quiz Competition	PiyushaPande and Rashmeet Kaur	First Prize
14.	Rhapsody -2015	Seeba Bhojani, Renucka Vaidya and Suvarna Jadhav (T.Y.B.COM)	First Prize
15.	International Mother Tongue Day Quiz	AartiSenthil Kumar and Nutan Burman (B.A.) Rajashree Kokate and Neha Kendre (B.A.)	Second Prize Third Prize

2015-16

Sr. No.	Name of Activity and Organisation	Name of the student with Class	Award won
1.	'Young Inspirators Network' – an initiative by the Sakal Group of Newspapers	Rajshree Kokate (B.A.)	Represented the college in youth building activities for making meaningful contributions to the development of the city.

2.	National-Level IT Olympiad	Trupti Chanda (Science)	Amongst top 10 students – awarded educational scholarship, medal and certificate
3.	Techtonic 2016 Drill Mock interview at Sin-hagad College	Ms.Aishwraya Darvatkar (T.Y.B.Sc.)	First Prize
4.	National Accounting Talent Hunt	Anchila Ojha (T.Y.B.COM)	Centre Topper of Pune
5.	Stock MIND Season 4 Contest organized by ICICI Direct Centre For Financial Learning	Shruti Aggarwal, Khushbhoo Dadlani, Arefa Khanji (BBA)	First Prize Second Prize Third Prize
6.	Techstrom (Christ College)	Sonal Singh	Second Runner up
7.	Sadhu Vaswani Inter-college Debate	Afreen Sabooni (B.COM) and Nirvriti Batra (B.A.) Afreen Sabooni	Runner Up Team Best Speaker Trophy
8.	Inter-college Electronics Project Competition	Tanuja, Priyanka & Shilpa (B.Sc.)	First Prize
9.	Inter-college Debate Competition(Gokhale Cup)	Shweta Lalwani and Mrinal Thapliyal (S.Y.B.COM)	First Prize – Best Team

5.3.3 How often does the College collect feedback from students for improving the support services? How is the feedback used?

We collect feedback from students once every year. This feedback is used by teachers for self-improvement and organisation of activities for students. Feedback is also taken from the students to improve services in the canteen, parking lot and common areas.

5.3.4 Does the College have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of the College?

Representative members of our graduates/employers are members of our Board of Studies and make valuable contributions towards curriculum design. They also contribute as visiting faculty and help in scholarships and placements.

5.3.5 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List the major publications/materials brought out by the students during the previous academic session.

Year after year, the college publishes its magazine which compiles the articles written by students. The students of English also put up a wall magazine every month.

5.3.6 Does the College have a Student Council or any similar body? Give details on its constitution, major activities and funding.

The College has a Student Council. The composition of the Council is as follows:

- Principal,
- One lecturer nominated by the Principal.
- One National Service Scheme Programme Officer.
- One student from each class, who has shown academic merit in the examination held in the preceding year and who is engaged in full time studies in the college and nominated by the Principal.
- Director of Sports and Physical Education
- One student from each of the following activities, who has shown outstanding performance, nominated by the Principal, namely
 - Sports
 - National Service Scheme and Adult Education
 - Cultural Activities
- Two student members nominated by the Principal as Secretary

The Major Activities of the Student Council are:

- To provide a forum to discuss, communicate, and act upon ideas of mutual interest.
- To serve as a liaison between the student body and the college authorities.
- To represent the interests of the students and bring to the attention of the administration the concerns of the student body.
- To foster college pride by coordinating events and enthusiastically participate in the same.
- To respect, reflect and uphold Mira Values at all times both inside and outside the college.
- To act for the Principal and/or Board of Education as a representative for the College.
- To supervise,organise, and coordinate student activities.
- To organise and promote participation in events and activities of the College.

The activities of the Student Council members are funded by the College.

5.3.7 Give details of various academic and administrative bodies that have student representatives on them. Provide details of their activities.

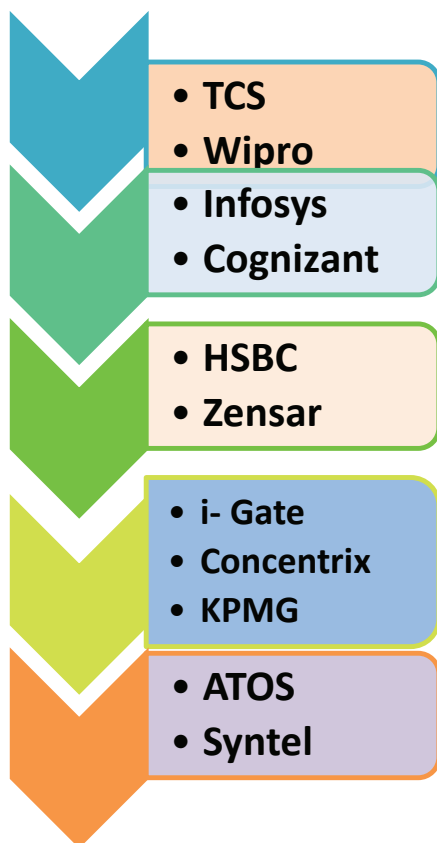
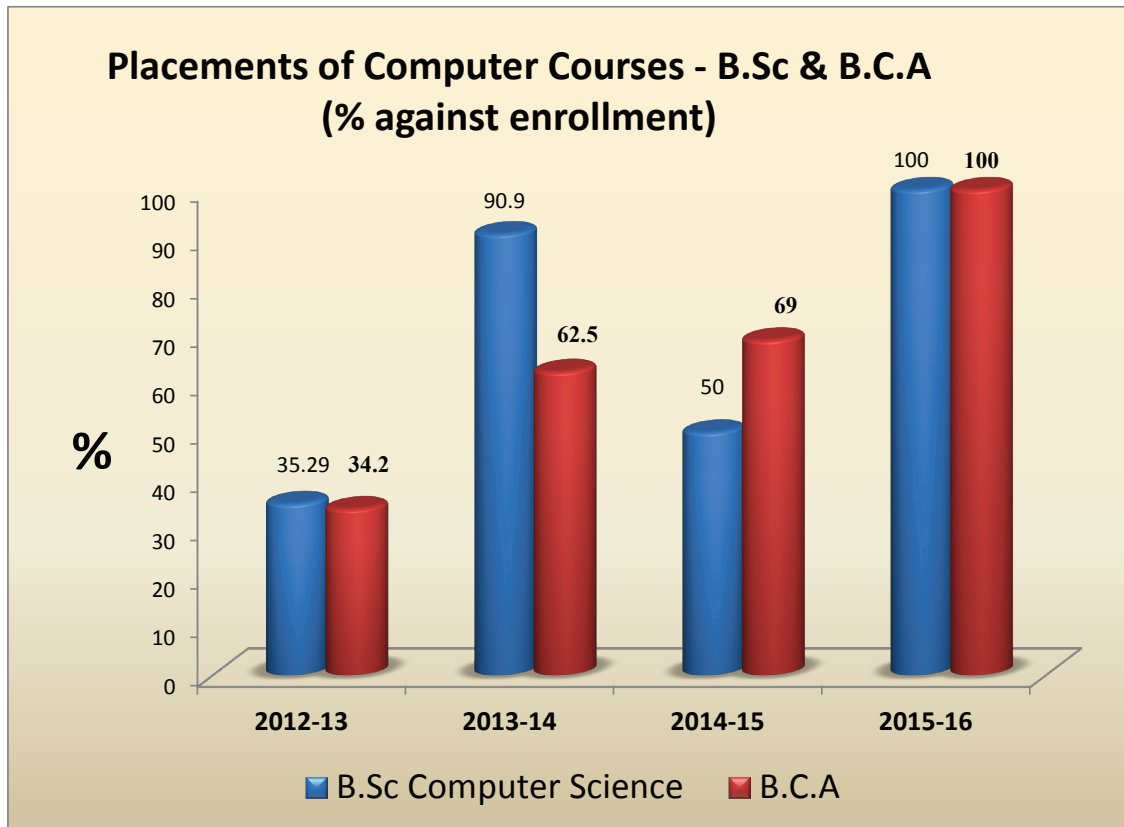
We have student representatives on

- | | |
|-----------------------------------|-----------------------------|
| • Cultural Committee | • Canteen Committee |
| • Anti Ragging Committee | • Student Council |
| • Campus Beautification Committee | • Social Outreach Committee |
| • Sanctuary Committee | |

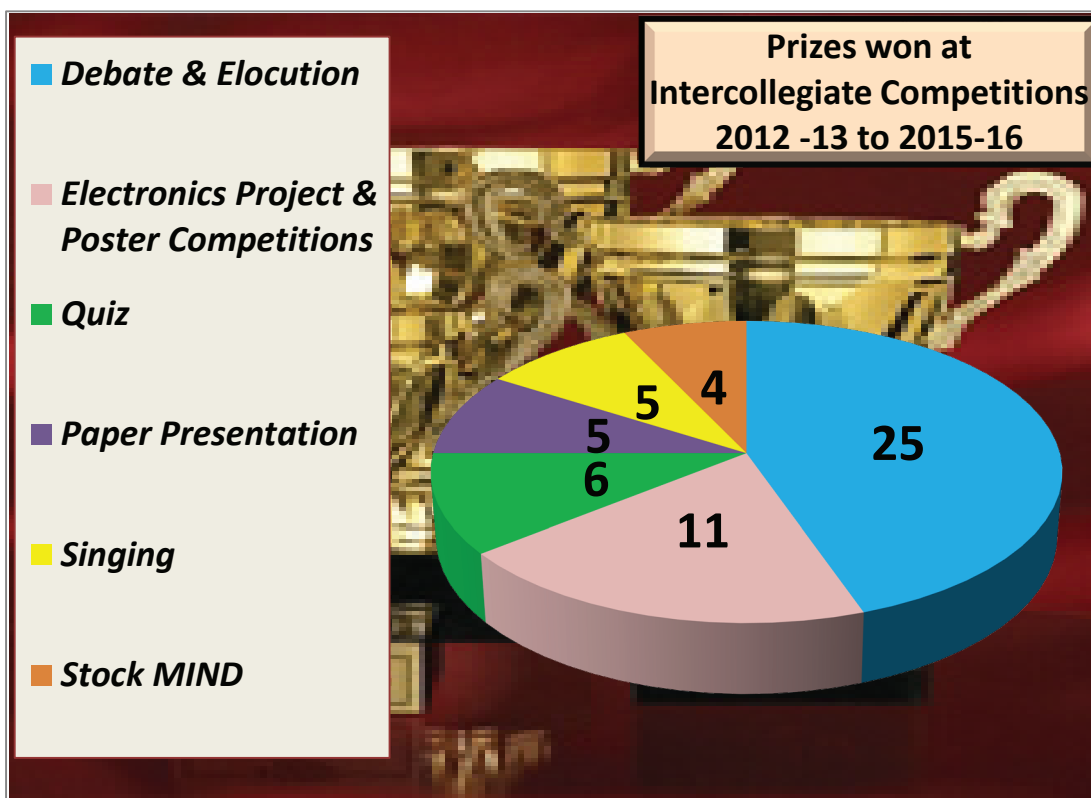
Any additional information regarding Student Support and Progression, which the institution would like to include.



Graph 5.1.12



Graph 5.1.19



Graph 5.3.1



	2012-13	2013-14	2014-15	2016-17
GOLD	Discuss Throw	Hammer Throw	Hand Ball	4 X 100 mt. Relay
	Hammer Throw		High Jump	400 mts. Hurdles
	Power lifting	Power lifting	Javelin Throw	Hammer Throw
	Table Tennis	Shooting	Table Tennis Competition	Hand Ball
SILVER		Basket Ball	Discuss Throw	Heptathlon
			High Jump	Hammer Throw
BRONZE			Discuss Throw	Shooting

CRITERION VI

Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the College.

Vision Statement:

To grow into a Centre of Excellence providing quality education and empowering women to take their place in society.

Mission Statement:

To empower and equip women students through an integrated education of the head, hand and heart, to successfully meet the challenges of a competitive work life and inculcate in them the art of true living.

6.1.2. Does the Mission statement define the College's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, College's traditions and value orientations, vision for the future, etc.?

The Mission statement of the college has been formulated by our founder, the legendary visionary Sadhu T.L.Vaswani, who had deep faith in the power of a woman, her inner strength and in her indomitable spirit. It was this faith that inspired Sadhu Vaswani, himself a Professor and Principal of several prestigious institutions, to establish in 1962 St. Mira's College as one of the pioneering colleges exclusively for girls in this part of the country. Today, even after five and a half decades since its inception, the college continues to help further the cause of higher education in general and of women empowerment in particular.

- The Mission statement has helped St. Mira's grow into a college of new-age women with age-old values that have stood the test of time. It facilitates holistic learning where Indian values are inculcated along with a global outlook - propelling the student up the career ladder and at the same time making her a sensitive, socially responsible citizen.
- The philosophy on which the college was set up testifies to the adage 'If you educate a man you educate an individual; if you educate a woman you educate a family (nation)'. The college seeks to accomplish this ideal by creating an environment where girl students can flourish and evolve to achieve their highest potential through expansion of access; it has the added challenge of catering to the learning needs of first generation learners and students from underprivileged sections. The holistic education offered at St. Mira's to such students serves not only to uplift their own families but also uplifts the under privileged community at large.
- It was the desire of our visionary founder, that along with sharpening the intellect, we should sensitise the hearts and train the hands of our young students. His dream was of a character- building education that inspired students with values like integrity and honesty, sincerity and sensitivity so that they could build their careers on a solid foundation that would help them go that extra mile. To this end we have made social and community service an integral part of Mira Education.
- We have chosen Autonomy as our vote for reform, to assist us in imparting quality

education with innovative subject combinations in areas of contemporary relevance, motivating young learners to think creatively and at the same time inculcate critical thinking. Addressing national and global issues such as human rights, national and social integration, gender equality, environmental protection, peace initiatives, business ethics, etc. and making it a part of the curriculum has enabled our young wards to emerge as socially responsible citizens.

- Apart from imparting knowledge from books, there has been an effort to focus on the overall development of students through extracurricular activities, cultural events and social outreach programmes. Introduction of extra credit courses and the emphasis on ‘experiential learning’, we hope, will equip them with better and multiple job opportunities.

Our priority continues to be value- based learning, promoting equity and equality in society which are in tandem with the aims of higher education.

6.1.3 How is the leadership involved in:

- * **Ensuring the organisation’s management system development, implementation and continuous improvement**
- * **Interaction with stakeholders**
- * **Reinforcing culture of excellence**
- * **Identifying needs and championing organisational development (OD)?**

The Principal and Director of Mira Education, Dr. Gidwani, is an apt academic administrator and head in terms of possessing the necessary academic and management competence. A highly motivated leader, Dr. Gidwani can be credited with setting direction, having ably chartered the course towards expansion and autonomy – a visibly important milestone in the achievement of our vision of setting up the college as a ‘Centre of Excellence’. This has been made possible by implementing leadership systems that are ‘democratic’, ‘participative’ and ‘distributed’. The prevalent decision-making culture is characterised by drawing upon a repertoire of administrative practices and collective wisdom of key teachers and parent leaders.

In terms of

- **Ensuring the organization’s management system development**
 - The educational leader has set aspirational parameters for the growth and success of the college. This has especially been witnessed in the case of our transition from affiliation to autonomy.
 - Her leadership efforts have been directed at articulating and implementing the organisation’s vision and purpose, working to bring it to the surface and challenging existing mindsets, sharing her vision with colleagues, helping them to develop understanding about the same, fostering the acceptance of group goals and creating high performance expectations.
 - This has been backed by monitoring organisational performance and building effective communication channels throughout the length and breadth of the organisation.
 - The leader has also effectively liaised with the management to secure adequate infrastructure and resources in order to allow the vision to materialize.

- **Implementation and continuous improvement**

- As an educational leader, the Principal has encouraged her colleagues to recognise important educational issues such as accreditation by NAAC and academic autonomy. This has helped the faculty and others to understand various challenges and opportunities and to identify and adopt suitable courses of action.

- The execution of this role has seen the college adapt itself to changing circumstances and enjoying defining moments in its history, by being the first city college to seek NAAC accreditation and the first Arts / Commerce college in Maharashtra to seek academic autonomy.

- **Interaction with stakeholders:**

The college leadership follows the open door policy for interacting with its stakeholders. Any stakeholder is free to meet the Principal with grievances and constructive suggestions any time during her office hours.

- **Alumni:**

‘Once a member of the Mira family, always a member of the Mira family’ is the policy adopted by the Principal for her students and employees. Hence, our alumni keep coming to us as mentors for our current students, as members on our Board of Studies or simply during alumni meets. The Principal got an opportunity to address the fresh graduates during the First Graduation Ceremony conducted by the college last year.

- **Parents:**

The attendance of each child is documented by every subject teacher and her incremental growth is kept track of by the college. In case of irregularities in attendance or drop in the performance of a student, the parents are sent for and very often the Principal herself counsels them about their future course of action.

- **Students:**

During orientation programmes, Student Council meetings, college fests, teacher’s day celebrations, annual socials and most importantly, during the Sanctuary hour, the leadership gets an opportunity to interact with students outside an academic atmosphere.

- **Prospective Employers:**

We make it a point to regularly conduct periodic interactions of employers with the Placement Cell of the college.

- **Heads of Departments and Faculty:**

At Academic Council Meetings, IQAC meetings, bi- annual staff meetings or whenever the need arises the Principal discusses relevant issues for making democratic decisions.

- **Reinforcing culture of excellence:**

- The leader has constructively contributed to motivating and building capacities needed in members to move progressively in the chosen direction. Efforts towards this objective take the shape of offering intellectual stimulation, individualised support and appropriate models of the best practices and beliefs.

- The fundamental touchstone of Dr. Gidwani’s decision making is backing competent, ambitious, well- balanced and well- led teams and individuals.

- A catalyst for change, Dr. Gidwani has successfully managed the inevitable effects of change with a flexible attitude coupled with diligent planning. The Principal has, through motivation and successful presentation of an engaging vision, led employees to willingly sacrifice the ‘comfort zone’ of their well- known and long-held routines [under affiliation], and strike out in new directions to accept, adopt and adapt to the changes and challenges brought about by autonomy.
- It is effective change management that has seen faculty and others participate in a common improvement plan for the college, students, colleagues and themselves.
- She has provided for the students a dynamic learning environment on the campus. Along with her dedicated team of faculty members, her endeavour has been to create a student- focused, learning- oriented climate, with clear, visible values and high expectations by ensuring the creation of strategies, systems and methods for achieving excellence.
- The college has seen an incremental growth in the number of sports played by our girl students as well as in the number of medals and awards won by them.
- Students are sensitised on relevant social issues and encouraged to increase their grasp of the world around them through interactions, lectures and field visits. Students from the college have always been at the forefront when it comes to mitigating the pain of others – be it man or animal.

● **Identifying needs and championing organizational development (OD)**

- The Head has created an enabling academic and administrative environment that has helped the faculty and others to individually and collectively contribute to effective teaching and learning. She has been successful in stimulating innovation and building knowledge and capabilities.
- Collaborative processes, and an empowering culture has helped make the organisation effective and drive - sustained performance.
- These functions have directly and indirectly facilitated and promoted student achievement and helped to develop and build a talented staff and a worthy institution of academic excellence.

6.1.4 Were any of the senior leadership positions of the College vacant for more than a year?

None of the senior leadership positions of the college have been vacant for even a day.

6.1.5 Does the College ensure that all positions in its various statutory bodies are filled and conduct of meetings at the stipulated intervals?

Yes. Statutory bodies such as the IQAC, Academic Council, Board of Studies, Research Co ordination Committee, and the Finance Committee have been constituted according to the Statutes and have been functional since the inception of Autonomy.

Meetings are arranged regularly and the minutes are carefully documented.

6.1.6 Does the College promote a culture of participative management? If yes, indicate the levels of participative management.

Yes. The college is committed to a culture of democratic and participative management.

The regulating and decision making body of the college is the Local Managing Committee of the Sadhu Vaswani Mission. The Local Managing Committee comprises of management representatives and representatives from the college teaching and the non-teaching faculty. The LMC oversees all matters related to the academic and administrative functioning of the college. Issues such as increase and enhancement of infrastructure, sanctioning of sabbatical/ study leave, etc., are decided by the LMC.

The Principal and a representation of faculty members are also a part of the Governing Body of the college. They are often consulted on certain key issues such as utilisation of grants and enhancement of college infrastructure.

At the college level the Principal, Vice Principal, Registrar and IQAC coordinator are responsible for academic and administrative leadership of the college. Participative management is practiced through the committee approach:

- The IQAC is the apex body of the college that monitors the academic and administrative performance of the college – promoting quality sustenance measures and introducing new quality initiatives. The Principal is the Chairman of the IQAC; it has as its other members a representation from the Management, its stakeholders – students, alumni, industry representative and a large number of faculty members.

The IQAC meets at regular intervals to discuss the planning and implementation of quality policies for the college.

- Other key committees that play an important role in the internal management of the college are:
 - The Admissions Committee
 - The Examination Committee
 - The Purchase Committee
 - The Finance Committee

These committees look after admission procedures, examination reforms, purchases to be made and utilisation of various grants respectively.

6.1.7 Give details of the academic and administrative leadership provided by the University to the College?

- **As an affiliating body:**

Although the college is Autonomous, the University continues to function as the degree awarding body. Hence it is guided by the University examination rules and regulations.

- **Approvals:**

All staff approvals have to be ratified by the University.

- **Guidelines:**

The college is governed by University guidelines for conduct of its examinations, for deciding its fee structure, for making proposals for grants, while conducting seminars and workshops.

- **Committees:**

The Selection Committee for appointing teaching faculty has to be constituted according to the specifications laid down by the University. It also looks into the constitution of the CAS committee during promotions of teachers.

- **Statutes:**

- The college is governed by the Autonomous Statutes laid down in the Maharashtra Universities' Act for all academic and administrative purposes.

6.1.8 How does the College groom the leadership at various levels?

The leadership system is established both in formal and informal ways.

- Key positions are outlined in a hierarchical structure.
- Leadership roles are well defined with each one knowing boundaries, duties, responsibilities and authority.
- Experience and merit in terms of technical and management competence are considered while deciding on key positions such as those of the Principal, Vice Principal, Coordinator - Vocational Courses, Registrar, Librarian, Controller of Examinations, IQAC members and Heads of Departments.

At the beginning of every academic year, the Principal with the help of the IQAC:

- Identifies various activities / tasks to be implemented according to the perspective plan of the institute.
- Circulates the list of activities / tasks amongst the faculty so that they have the freedom to choose the task that interests them.
- Forms committees and assigns responsibilities.
- Provides freedom and necessary support for implementation.
- Identifies opinion leaders, appreciates their innovative ideas and assigns positions of authority to them in different committees /associations to utilise their potential and help nurture their leadership skill.

The college grooms leadership at three main levels:

- **Teaching Faculty:**

The head of the department takes up the role of departmental administrative and academic head. The other members in the department are assigned their curricular duties as well as extra-curricular and administrative responsibilities in rotation. Capacity building and faculty development programmes help them to sharpen and hone their management skills.

- **Administrative and Support Staff:**

For administrative and support staff, some training workshops for overall developmental skills are arranged. Training for effective use of ICT and ERP is usually conducted through some professionals.

The college sends the office/library staff for relevant training to meet the changing requirements of administration.

- **Students:**

Student leadership is groomed through the Students' Council which is formed every academic year. For every class, a class representative is selected who liaises between the students and the teachers. A University representative, from amongst the Student

Council members is elected to represent the college at the university. She works in coordination with the Principal for the planning and implementation of annual festivals and extracurricular activities. Seminars, workshops and conferences are planned and executed with the help of student council members.

6.1.9 Has the College evolved any strategy for knowledge management? If yes, give details.

With a long-standing record of academic excellence and a vision to become a Centre of Excellence, the college is well aware of its role in dissemination of value education and knowledge base for societal and global service. The best practices in teaching and research are shared with peer groups and society at large through regular seminars/symposium and through publications. Research outputs are disseminated through peer-reviewed publications. Text books written by the faculty members, on the other hand, directly serve the needs of the student community. The college library has collections of rare books in a digital archive which are accessible to users who are registered with the library. The electronic institutional repository is part of the knowledge management as are the user-training programmes for users of print and digital resources.

● **Teaching and Learning:**

Some of the strategies for knowledge management are:

- Making learning more student-centric.
- Regular collection and analysis of feedback from students on the quality of teaching-learning and identifying areas for improvement.
- Improving the quality of teaching-learning processes by enhanced learning infrastructure like ICT-enabled teaching, internet facility for staff and students, exposure of students to short-term projects, continuous assessment, multiple opportunities to improve their grades, creative assignments, skill enhancement of the students, guest lectures / seminars/ workshops for staff and students, integration of field / industrial visits with academics, faculty development through training at centres of higher learning and excellence, facilities like INFLIBNET for teachers.

● **Research and Development:**

Initiatives to improve the quality of research and development in the college are as follows:

- Assigning specific roles and responsibilities to the Research Coordination Committee (RCC) to look after all matters related with research projects.
- Generating awareness amongst the researchers and providing support related to various proposal formats of different funding agencies, budget, purchasing of equipment and material under research schemes, accounting and auditing of project expenditure, any additional infrastructure requirements of the researcher, etc.
- Organising FDPs relating to how to write research papers.
- Encouraging undergraduate student research by including a paper on Research Methodology at UG level.
- Publishing an interdisciplinary research journal.

6.1.10. How are the following values reflected in various functions of the College?

- * **Contributing to national development**
- * **Fostering global competencies among students**
- * **Inculcating a value system among students**
- * **Promoting use of technology**
- * **Quest for excellence**
- **Contributing to national development:**
 - Preparing women for economic independence is one of the mandates of the National Policy for Education and this can be achieved only if colleges offer job-oriented courses. Realizing the value of this, the college offers job-oriented , gender-neutral courses like B.Com, B.Sc. (Computer Science), BBA, BCA and subjects like Environmental Studies, Gender Studies and Entrepreneurship Development.
- **Please refer to point No. 6.1.2.**
- **Fostering global competencies among students:**
 - Quality in Mira Education encompasses delivering an ability to ‘think and perform’ and not merely duplicate; addition of competencies and not merely competitiveness. With this end in view, the course content is updated and restructured over time, attuned to professional realities and connected to the changing job markets and global trends.
 - This endeavour is complemented by infrastructural facilities that encompass hi-touch and hi-tech attributes; well equipped laboratories and classrooms, well-stocked libraries and other student amenities.
 - The faculty is encouraged to incorporate the latest in the field and emerging topics into the syllabi. The college subscribes to a large number of journals covering all subjects and courses. New environmental, social, legislative and business issues are brainstormed upon within departments and it is then that teachers get down to the business of creating a curriculum.
 - The Board of Studies for each domain is a collection of learned people from the academia and industry. They are a key player in the process of curriculum development as they sift through various structures of the curriculum from zero draft level to final version. In the process they provide appropriate and adequate attention to detail, dissecting and collating all aspects of the content so that the right mix of theoretical and practical substance makes it to the final syllabi created. Through their exposure to real-life corporate, social, environmental and ethical situations in both national and global perspectives, they are able to provide objective, analytical insights into the courseware as also ensure that the right weightage is given to topics within a programme offered.
 - The college and its various departments organise State/National level seminars / workshops, etc. from time to time. Experts and guest lecturers are invited from other academic institutions, industries and colleges to share their global experience and expertise with the teachers and the students of the college. Exposure to the outside world as indicated above, innumerable interactive sessions on current relevant topics in class as well as video conferencing with experts across the globe develop an understanding of global trends and techniques in students. Several teachers have travelled abroad to

read their papers at International Conferences to understand global trends and keep themselves up to date with current research.

- Our courses are designed to impart the latest that global education in the field has to offer. However, a conscious effort is made to provide the Indian context to students, most of whom would encounter Indian employers as soon as they are out of college.

- **Inculcating a value system among students:**

- A part of our mission statement talks about ‘building character and competence’. An important aspect of our objective is to provide value education. For this we have as part of the curriculum the Sanctuary period where students are imparted learning on the art of living; where they are brought face-to-face with wisdom from teachings and writings of great philosophers, saints, leaders and human beings who have tremendously influenced in a positive way the society we live in today. A formal exam is conducted in the subject. This unique concept of imparting values through a daily session carved out for the purpose 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.

- Social service programmes are a weekly feature of our conscious efforts to indoctrinate in our students a sense of community orientation.

- Several subjects like Business Ethics, Consumer Protection and course contents of other subjects as well entail promoting social and ethical aspects.

- **Promoting use of technology**

- The college has adequate IT infrastructure and other learning resources, which are extensively used for academic and administrative purposes. **Please refer to point no. 4.3 for details.**

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

- Besides this course all students are given a hands on experience in computer skills as all such students have to compulsorily appear for an on line test in each of the subjects taught. 100% computer literacy (at least basic computer skills) is thus ensured and assured among our college students.

- Students are encouraged in the participative method of learning where they have to make presentations to the class on MS PowerPoint. They also have to spend hours on the internet searching material as an essential component of their studies for their projects and assignments.

- The teachers too regularly use ICT-enabled teaching methods as part of their lesson plans.

- Free computer courses are conducted to teach teachers about internet browsing and other computer fundamentals.

- **Quest for excellence:**

This is achieved through a gamut of policies, practices and tangibles. There is effective leadership and motivation, fair policies and practices, choice based duty allocations and the best of infrastructure, all of which help staff and students to achieve their potential.

This is easily evidenced in the enviable academic [while we were under the affiliated pattern] and sports results achieved by our students as also the academic and other achievements of our staff.

We were amongst the first 18 colleges in the country to be granted the status of ‘College With Potential For Excellence’ by the UGC. St. Mira’s is the first Arts / Commerce College in the State of Maharashtra to choose autonomy. We sought autonomy to express our constant striving towards excellence in the delivery of a contemporarily relevant and qualitative curriculum.

6.1.11 Give details of the UGC autonomous review committee’s recommendations and its compliance.

Suggestions

- **Remedial Programmes for Weaker Students**

- We have the Remedial Course in English as well as the Language Laboratory for students from Regional mediums and those weak in English.
- We conduct subsidised ‘Spoken English’ extra credit courses for economically weaker students.

- **Has potential to introduce inter-disciplinary programmes - History Department may introduce courses on Heritage studies with emphasis on preservation of heritage sites in an around Pune**

- Two courses of 100 marks each, entitled ‘Indian Culture and Heritage’ have been introduced at the T.Y.B.A. level .

- **Students may be provided opportunity to participate in NCC activities**

- While the college does not have an NCC unit, students are provided with every possible opportunity and encouragement to participate in NCC; their absence in class is condoned when they attend training camps and are also given an opportunity to appear out of turn for examinations they may have missed.

- **Introduction of Science stream in the college**

- The College has introduced the BSc. (Computer Science) Course. A feedback from our students shows very low demand for Graduation programmes in Pure Sciences; hence the college has not introduced the science stream.

- **Sports ground space needs to be extended**

- The College being in the heart of the city has space constraints and hence is not able to extend the sports ground. However, our performance in sports reveals that this has in no way impacted our results and securing of medals at the inter college, district, zonal and national levels.

- We have made suitable arrangements with sports facilities in neighbouring areas to train our sports students.

- **Please refer to the Sports statistics in the report.**

- **Publication reflecting the research output of the departments should be started.**

- The College has started an inter- disciplinary journal ‘Beyond Boundaries’ with

an ISSN number, featuring research articles by the faculty. It also conducts an interdisciplinary in-house seminar called 'Share Plus' for the staff members to present their research work, research projects, paper presentations, etc.

- **The Research committee proposes to conduct a social impact study of the College since the introduction of the Autonomous Status.**

6.2 Strategy Development and Deployment

6.2.1 Does the College have a Perspective Plan for development? If so, give the aspects considered in development of policy and strategy.

- * **Teaching and learning**
- * **Research and development**
- * **Community engagement**
- * **Human resource planning and development**
- * **Industry interaction**
- * **Internationalization**

Yes, the perspective plan has at its inception, the incorporation of the visionary ideas of the founder Sadhu T. L. Vaswani; the idea of transforming St. Mira's into a Centre of Excellence providing quality education and enabling women to make their place in society.

- **Teaching – Learning:**

The urge to take a quantum leap in providing quality education to our students has prompted us to choose Autonomy over Affiliation. As the first Autonomous College (Arts, Commerce) in the state of Maharashtra we have overcome some major challenges and have succeeded in

- Preparing a competitive, contemporary curriculum
- Adopting learner centric teaching methods
- Moving on to the choice-based credit system of evaluation.

Our teaching-learning endeavours continue to concentrate on imparting an intellectually stimulating environment that encourages critical inquiry and independent learning and is in tandem with the higher education policies of the nation. We look forward to:

- **Growth in terms of academic programmes:**

Introducing a post graduate course in Psychology; Post Graduate Commerce course with Accountancy / Cost Accountancy as a subject of specialization.

- **Increase in the number of skill based additional credit courses:**

For e.g. 'A Course in Tourism Management', a course in 'Gender and Culture' in collaboration with Women's Study Centre, short term courses in lay counselling and Dance Movement Therapy, etc.

- Starting a dedicated career counselling cell, with a focus on aptitude and intelligence testing.
- Developing an in-house peer counselling team.

- Developing good reference material for Marathi medium students by translating and publishing the content.
- Facilitating learning amongst the visually impaired students of our college using computer technology.
- Devising more in house software to promote ICT- enabled teaching.

● **Research and Development:**

Our endeavours to promote a research culture among both the faculty and students has seen a good number of faculty taking up doctoral work under the UGC Fellowship Programme and a large number of teachers being published in National and International journals. The library too offers access to a number of e-books, e-research journals and computer facilities. The Research Coordination Committee has suggested the following as ways of enhancing the research capabilities of the college:

- Seeking recognition for a Research Centre
- Increasing the number of collaborative faculty-student research projects and interdepartmental research. This will help students imbibe the research attitude and broaden their perspectives on the subject.
- Increasing the number of academic collaborations. We already have a formal collaboration with the Women’s Study Centre, SPPU, Right Path and an informal collaboration with British Council; we look forward to collaborating with institutions like the Bhaskaracharya Pratishthan and the IISER.
- Undertaking live projects in IT
- Increasing the number of publications in National and International Journals of repute.

● **Community Engagement:**

Our Mission Statement talks about a holistic development of our young women learners. Hence social and community service are an inseparable part of our curricular and co curricular activities. We have adopted an old age home, our students teach English to slum children, distribute groceries and items of daily use to at least twenty organisations in the city at regular intervals, participate in awareness rallies conducted by the NSCC, Pune and have tied up with ResQ to take care of sick, wounded animals. We plan to:

- Strengthen our ties with ‘ResQ’ by encouraging more students to participate in the training programme conducted by them to provide on the spot first-aid treatment to injured animals and with ‘Mitr’ – an organisation that works for underprivileged children.
- Conduct awareness campaigns about e-waste management, energy conservation and eco friendly practices like working for carbon neutrality in and around the college.
- Strive for a zero waste campus model and then extend services to neighbouring areas.

● **Human Resource Planning and Development:**

The Arts / Commerce wing of the college is a Government- aided unit; therefore the number of posts - teaching and non teaching- are decided by the Joint Director of Education as per state government norms; recruitment policies and sanctions depend on the number of student enrollment, intake capacity and permissible workload.

For the non- grant courses, faculty and non teaching staff are recruited on ad-hoc basis and follow the basic qualifications of recruitment.

Well-qualified and experienced resource persons are appointed to conduct the additional credit courses; they are paid on clock hour basis according to University of Pune rules.

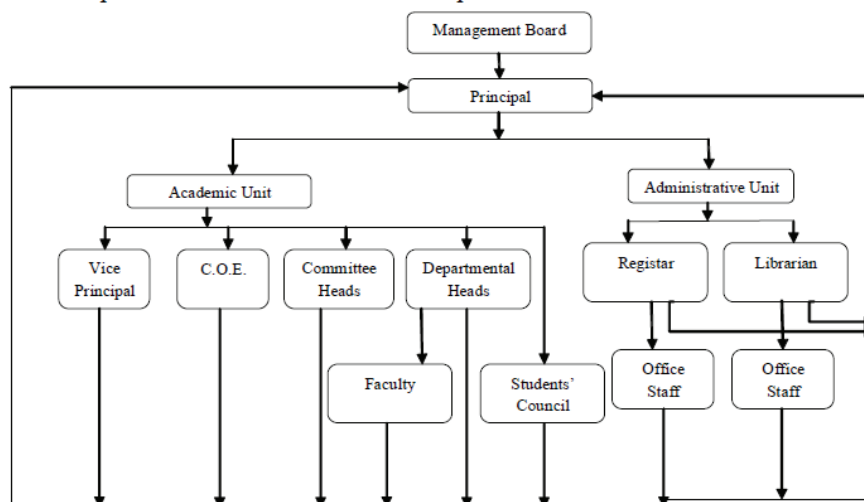
● **Industry Interaction**

One of the major post accreditation initiatives taken up by the college has been to incorporate the ‘experiential’ component in the curriculum. Currently this is mainly done through field visits, industrial visits and visits to institutions that help students make the connect from text to real life. The college looks forward to:

- Tie- ups with professional bodies to increase industry interface.
- Internship programmes for post- graduate students in collaboration with industries to increase job opportunities.
- Enhancing employability skills of students by inviting companies to train students based on their needs.

6.2.2 Enunciate the internal organizational structure of the College for decision making processes and their effectiveness.

The process of decision making which is inclusive and democratic in our Institution flows systematically from the Board / Managing Committee (SVM) to Principal to respective HODs to teachers in each department.



There are principally three ways in which faculty is involved in decision-making:

- 1) For certain initiatives the Principal calls staff meetings where the issue is discussed at length and each faculty member is allowed to voice her opinion or give her inputs. A consensual decision is then arrived at.
- 2) The other route is where the Principal calls for a meeting of key faculty members and discusses issues in detail. Such members then together take a decision after necessary discussion and deliberation. These issues may be in the nature of strategic decisions that have deep or long term effects. Such decisions are then communicated to all via HODs, notices/ circulars/staff meetings etc.

3) Issues which fall within the purview of certain committees constituted with a fixed agenda are handled by calling together members of such committees and sub committees. For example if there be issues concerning NSS, Library, Examination, Sports then the Committee members concerned are called upon to share views and decide on the same.

Decisions through brainstorming and collective wisdom are thus a norm at Mira's.

6.2.3 Specify how many planned proposals were initiated/ implemented, during the last four years. Give details.

- All Undergraduate Courses—aided as well as unaided, and the Postgraduate courses are now autonomous.
- Introduction of the Credit system of evaluation by adopting a 10 point grading system
- Commencement of Additional Credit Courses
- Making the assessment system more transparent and increasing the security of the mark sheet with a hologram
- Successfully implementing the scheme of additional credit courses
- Initiating the interdisciplinary research journal 'Beyond Boundaries'
- Further computerisation of office and library procedures; for e.g. online admissions and online filling of examination forms
- Revamping of the syllabus on completion of five years
- Having been granted an extension of the Autonomous status for the period 2013-2019
- 'College with Potential for Excellence' status awarded for the second time
- Submitting audited statements and utilization certificates for all the XI Plan UGC (WRO) grants received by the college and procuring NOCs for the same.

6.2.4. Does the College have a formally stated quality policy? How is it designed, driven, deployed and reviewed?

Our Quality Policy:

Use autonomy to offer a curriculum that is competitive yet compatible with our value systems and will deliver consistent results at reasonable costs.

We have conceptualised the fundamentals of our quality initiatives as under:

- Quality in education will encompass attributes of student-centricity and contribution to society in general.
- Value education will constitute an important constituent of our quality initiatives.
- Quality assurance is the responsibility of everyone in the college from the Principal to parents.
- Quality agenda is associated with establishing accountability in the teaching, learning and evaluation processes.

- Total Quality Management Approach: In terms of requirements of the TQM approach we have a vision of what we want, a well- defined mission compatible with the vision, and well- synchronised objectives.

Quality Tangibles:

In the case of **academic quality** these would translate as

- Recruitment of teachers purely on merit
- Insisting on essential qualifications of teaching faculty
- Evaluation and assessment of performance of teachers
- Maintenance of high standards in teaching-learning- evaluation processes
- Standardising course duration and teaching days in a year, and following a well-planned academic schedule
- Maintaining individual teaching schedules and lesson plans
- Upgrading infrastructure facilities
- Delegation of responsibility and fixing accountability norms
- Innovative examination practices such as the conduct of online exams and flexible internal tests
- Regular monitoring of student attendance
- While the reformulation of syllabus is required after every five years, fine tuning and necessary up gradation are readily carried out whenever required.

Some quality measures with regard to **Administrative Units** are:

- Deciding on common parameters of quality in routine administrative jobs; these being: delivery within promised time, accuracy and courtesy of service providers.
- Computerising routine jobs
- Standardisation of application forms
- Right person for the right job
- Feedback on students' satisfaction
- Web – based college administration system – especially admissions

The college has a dedicated IQAC that helps conceptualise and implement these ideas, policies and procedures in context of both administrative and academic units.

6.2.5 How does the College ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

Grievances are reduced to the minimum on account of the following healthy practices:

- Effective leadership and motivation
- Participative decision making with fair representation on committees
- Well- defined roles which clearly spell out the key result areas

- Choice- based duty selection
- Appointing the right person for the right job
- Online student feedback for both academic and administrative matters
- Open door policy where staff/students have easy access to authorities
- A suggestion box
- A grievance redressal committee

Any parent / student who has any grievance or complaint can approach either the Principal, the Vice Principal, the Registrar or the Librarian-depending upon the area of complaint. They are given a patient hearing and the concerned authority attempts to satisfy the complainant. If the matter is beyond the powers vested in the concerned authority or if a need for a collaborative decision is felt, then the matter is referred to the Grievance Redressal Committee which consists of the Principal, the Vice Principal, Coordinator, Unaided Section and the Student Counsellor. The complainant is allowed to have her say and asked to file a written complaint. The committee arrives at a fair, unanimous decision which is binding on the complainant. In serious cases, the counsel of the Management is also sought. Records of grievances filed and decisions taken are maintained by the college.

6.2.6. Does the College have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

The college obtains an automated on line student feedback from every student at the end of each academic year. Course-specific /staff specific/ infrastructure specific/ amenities specific responses are solicited and analyzed by the Principal. The results of the analyses are discussed with the Departmental Heads as well as with individual staff members for performance appraisal and improvement.

The outcome is very encouraging. The students have rated our curriculum and teaching, learning, evaluation practices very highly. **Please refer to the statistics presented in Criterion II.**

6.2.7. In what way the affiliating University helped the College to identify the developmental needs of the College?

The University Local Inquiry Committees for continuation of approvals as well as the Autonomy Review Committees help identify and work on developmental needs of the college.

6.2.8 Does the affiliating university have a functional College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, In what way College is benefitted.

Yes, Savitribai Phule Pune University has a Board for College and University Development that guides the college in the following:

- Conducting seminars/conferences/workshops
- Undertaking research projects
- Implementing Career Advancement Schemes for deserving teachers

- Arranging workshops for skill development programmes for students
- Conducting workshops for Principals and faculty when new schemes are introduced
- Demystifying UGC plans and proposals
- Clarifications regarding approvals of teachers

The BCUD is a very supportive unit that is always accessible for any kind of academic activity.

6.2.9 How does the College get feedback from non-teaching, teaching, parents and alumni on its functioning and how it is utilized.

- Please refer to point no. 6.1.3 and point no. 5.3.3.

6.2.10 Does the College encourage autonomy to its academic departments and how does it ensure accountability?

- The academic departments are entrusted with curricular designing in consultation with and under the supervision of their respective Board of Studies, which includes external experts. The departments have the freedom to bring about a 100% change in the contents of the syllabus. At least a 25% change in the curriculum, to accommodate the latest developments in the subject, is mandatory at the time of syllabus revision.
- Every department has the autonomy to
 - Devise its own student enrichment activities for the year, conduct competitions and academic activities for them and plans to conduct local / state / national / international conferences, workshops, seminars and lecture series for students.
 - Enter into collaborations with professional bodies for increasing employability or simply for enriching the learning experience of students
 - Devise its own innovative ways of curriculum transaction and internal testing
 - Pursue research in areas of their choice

However, with autonomy comes accountability. Accountability in teaching-learning, research and evaluation is ensured through the following:

- Student Feedback.
- It is mandatory for every curriculum designed and passed by the Board of Studies to be approved and ratified by the Academic Council. The Academic Council, which is inter-disciplinary in nature, contains the power to invalidate the syllabus formulated by the Board of Studies.
- Blueprints of all student enrichment activities, seminars and other co-curricular activities must be approved by the IQAC and reports to be submitted on completion of the activity.
- The Examination Quality Control Cell evaluates and monitors internal assessment testing of the academic departments.
- Teachers have to submit teaching plans, testing patterns and schedules to their respective HODs who are then accountable for the smooth functioning and the performance of their department.

- The Research Co-ordination Committee monitors research proposals, areas of potential research and evaluates them before presentation to funding agencies.

6.2.11 Does the College conduct performance auditing of its various departments?

- For Administrative Audit – **Please refer to point no. 6.4.2**
- For Academic Audit – **Please refer to point no. 6.5.1**

6.3 Faculty Empowerment Strategies

6.3.1 What efforts are made by the College to enhance the professional development of teaching and non teaching staff?

- **Teaching Faculty:**

- The college conducts in-house Faculty Development Programmes. There have been, for instance, FDPs on Multiple Intelligence, Mind Mapping, Knowledge Management, How to Write Research Papers, Curriculum Designing, Creativity in Teaching, etc.

- The staff is encouraged to participate in FDPs organised by other institutions as well and to organise, participate and publish at conferences and seminars.

- The college supports such endeavours by reimbursing expenses [partly / fully] incurred for programmes recognized / not recognized by UGC / University of Pune.

- The college has created a Faculty Development Fund under Quality Initiatives to enable such funding.

- The college encourages and supports faculty who are invited for consultancy and as visiting faculty by other colleges.

- Those who attend refresher and orientation courses are very often assisted by other members of the department in completion of syllabus or in assessment work.

- Teachers are sent on Faculty Improvement Programmes to complete their doctoral work.

- **Non-Teaching Faculty:**

- The administrative and library staff has been exposed to computer literacy and advanced I.T. programmes to enable them to handle administration work effectively.

- The office staff has been trained in the use of software customised for the college in the areas of online admissions, examinations, attendance records casual leave management, Provident Fund administration, etc.

- Special training was offered for the use of Tally packages, computation of arrears and revision of pay scales.

- Library staff has been trained in the use of SLIM software.

6.3.2 What is the outcome of the review of the Performance Appraisal Reports? List the major decisions.

- Performance appraisal of staff, both teaching and non-teaching, is done at the end of every year through self appraisal and student feedback.

- The outcome of Performance appraisal reports is identifying personnel with

potential for occupying key positions in the administration and management of college affairs, such as appointment of the Vice-Principal, the Controller of Examinations, the Registrar, the College Officer and members of Steering Committees .

- Identifying the need for improvement in skill sets and performance rating of staff.
- Converting a temporary staff member into a permanent one.
- Performance Appraisal Reports ratified by the Principal and the IQAC Coordinator are now mandatory for promotions and pay revisions.

6.3.3. What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

No formal schemes are in existence; however, the college and management are always very supportive and willing to help whenever there is a need.

6.3.4 What are the measures taken by the College for attracting and retaining eminent faculty?

- Vacancies are advertised through the newspapers and selection is purely on merit.
- Being a linguistic minority institution, the rule of reservations in recruitment of faculty is not applicable.
- Salaries are paid on the basis of the Sixth Pay Commission and on time.
- We are known for fostering an educational environment that stimulates the teachers and the taught.
- Good work is always recognised and suitably rewarded.
- Fair and prompt grievance redressal, the practice of the ‘Mira Family’ concept which creates a strong sense of belonging, the fostering of democratic values and participative decision-making, have all resulted in an almost zero attrition rate at St. Mira’s.
- The excellent work culture which is safe and non exploitative, absorbing any newcomer immediately into the system is a special attraction of the institution. This has been instrumental in retaining faculty who travel large distances away from the college.
- Efficient retired faculty who have technical and management expertise are happily reemployed for administrative help; many of them are absorbed as visiting faculty for our post-graduate courses, as B.O.S. members or as external paper setters and moderators.

6.3.5. Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings.

Not applicable

6.3.6 Does the College conduct any gender sensitization programs for its staff?

The Women’s Study Centre at the Savitribai Phule Pune University is invited to conduct gender sensitisation programmes for its staff. The following topics eliciting lively interaction, have been covered in different sessions with the highly resourceful staff of Women’s Study Centre:

- **Patriarchy and Gender**

- The many manifestations of patriarchy in our everyday life
- Patriarchy is a structural issue, hence it must be looked at and dealt with at the systemic level rather than at the personal level.

- **Misconceptions of Feminism such as**

- Feminists are against motherhood and men - that they are home breakers.
- Motherhood is a natural feeling.
- False sense of equality with men.

6.3.7 What is the impact of the University's UGC-Academic Staff College Programmes in enhancing competencies of the College faculty?

Faculty members participate in refresher courses/workshops/orientation programmes / Faculty Development Programmes organised by the Academic Staff College to enhance their domain knowledge and teaching skills. These interactions present opportunities for recharging the faculty as they get an opportunity to meet other members of their fraternity and work with them for assignments and projects. This ensures a healthy exchange of subject knowledge, teaching strategies and opens up new research avenues.

All our staff that has completed the courses has been awarded 'O' or 'A' grades.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of financial resources?

The college has a Finance Committee with the Principal as the Chairperson.

- Any financial rule and guideline of the University/UGC is routed through the Finance Committee before the same is approved by the Governing Board for implementation.
- The college prepares its budget for both revenue and capital expenditure – for aided as well as unaided courses – in a need-based manner and refers the same to the UGC and the University for its approval and for release of funds.
- Expenditure is incurred keeping in view the sanction and release of the funds, under the respective heads of expenditure, from the State Government and the University Grants Commission.
- The Finance Committee is empowered to
 - Look after budgetary control
 - Consider the annual statement of accounts of the college
 - Review the audit report
 - Take appropriate steps regarding audit observations
 - Advise on any financial matter/ issue that may appropriately be referred to it
 - Submit utilisation reports with justifications for expenditure incurred as per the schedule of the grants disbursing authority – the UGC, the State Government or the University (NSS, QIP) – as the case maybe
 - Procure NOCs for the same.

6.4.2 Does the College have a mechanism for internal and external audit? Give details.

Yes, the college has a mechanism for both internal and external audit.

- Statutory audit by external agencies/audit firms is undertaken annually at the close of the financial year.
- We also have a system of internal audit, wherein our employees who are senior accountants and/or incumbent CAs undertake audit work every month.
- Several returns/accounting statements of expenditure are submitted to the Savitribai Phule Pune University only after the same is audited by recognised Chartered Accountants.
- N.S.S. accounts are audited by the HOD of the Department of Accountancy.

6.4.3 Provide audited income and expenditure statement of academic and administrative activities of the previous four years.

- Please refer to the Annexure attached.

6.4.4. Have the accounts been audited regularly? What are the major audit objections and how are they complied with?

The accounts are audited regularly. A system of periodic internal auditing by competent auditors ensures that there are no lapses or major objections.

6.4.5. Narrate the efforts taken by the College for resource mobilization.

These are as detailed below:

- Applying for and availing of the various UGC. schemes like the CPE, the Autonomy grants, the Development grants, UGC and BCUD funding for conducting Seminars, Conferences and Workshops, the FIP grants, Grants for Minor and Major research projects, Non-salary grants from the Government.
- Hiring out our infrastructure [such as the auditorium] for promotional events and using the charges levied to keep it well maintained.
- Corporate funding for intercollegiate events, seminars and conferences
- Networking with philanthropists to support the educational expenses of the underprivileged as also for infrastructure expansion programmes
- Drawing on the resources of the Management for temporary funding in case the salaries from the Government are unduly delayed.

6.4.6. Is there any provision for the College to maintain the ‘corpus fund’? If yes, give details.

No. We have never felt the need to have a corpus fund since we have a very supportive management.

6.5 Internal Quality Assurance System

6.5.1 Does the College conduct an academic audit of its departments? If yes, give details.

Yes, every department undergoes an academic audit.

- The Departments get their syllabi reviewed by subject and industry experts who monitor the adequacy and appropriateness of the course content, course titles, aims, stated learning outcomes and coherence of the whole course.
- The moderation of answer sheets by external moderators acts as an effective audit mechanism for assessment adequacy and means of ensuring that assessment procedures are fair, valid, consistent and appropriate in context of learning outcomes.
- The college has undergone academic audit by three high powered committees in the last four years –
 - a) By the Savitribai Phule Pune University to review its Autonomous procedures in April 2013;
 - b) By the UGC Review committee for Extension of Autonomous status in March 2014 and
 - c) By the UGC Review Committee at Delhi for conferring the CPE Status on the college for the second time in April 2014 as well as by the newly appointed UGC nominee, Dr. Amita at her first Governing Body meeting of the college in March 2016.

6.5.2 Based on the recommendations of academic audit what specific measures have been taken by the College to improve teaching, learning and evaluation?

Based on their recommendations, we have:

- Revised and modified our syllabus
- Introduced the Credit Rating System
- Added on skill-based Credit Courses
- Introduced more security measures in our Examination system
- **Please refer to 6.1.11 for more details.**

6.5.3 Is there a central body within the College to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The IQAC of the college is the central body within the college that continuously reviews the teaching –learning process. It facilitates the creation of a learner-centric environment by optimising and integrating modern methods of teaching and learning. It also helps in motivating the faculty to adopt the required knowledge and technology for participatory teaching and learning processes. Thus it is responsible in creating a climate within the institution that is conducive to quality education.

The structure is as follows:

- a) The Principal – Chairperson
- b) Co-ordinator Self-Financed Courses
- c) Eight senior faculty persons are members
- d) Registrar and Librarian
- e) One member from the Management
- f) One student nominee
- g) IQAC Co-ordinator

The IQAC reviews the teaching-learning process

1) Directly through:

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

2) Indirectly through:

- The HODs of every department - The HODs monitor adherence to the syllabus. Every member of the department submits unitised work plans which are monitored by the respective HODs.
- Interface between departmental members and HODs is regular and frequent to discuss pedagogical practices and content clarifications.
- These are further monitored through the regular and periodic internal tests and the representation of the syllabus with the requisite weightage given to units in exam papers.
- Hi-touch and Hi-tech attributes in teaching are encouraged.

6.5.4 How has IQAC contributed to institutionalising quality assurance strategies and processes?

- Please refer to 6.2.4.

6.5.5 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

Yes, Dr. Bhagwanti Nanwani, Director, Sadhu Vaswani Institute for Management Studies, Pune is our external expert on the IQAC.

She plays a consultative, advisory role helping in student placements and in the conduct of FDP programmes for teachers.

6.5.6 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Yes, Please refer to graph no. 2.2.4 (a) and 2.2.4 (b).

6.5.7 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

Centralised control is substituted by a conscious expansion of decentralised systems of arriving at decisions. Leadership is distributed and evidenced in the form of participative and 'committee type' of approach to decision making. These committees have well-defined scope and authority. In general, the environment is fine-tuned to being enabling and empowering towards achieving the fullest potential of each individual.

- The administrative work is reviewed by a committee comprising of the Principal, the Vice-Principal and the Course Co-ordinator of the self-financed courses.
- Policies are laid down for routine administrative duties like admissions, fee collection, scholarship applications, examination form filling, result distribution, applying for and monitoring grants, etc.
- The teaching faculty are also assigned some administrative tasks to facilitate improvement in performance.
- The functioning of academic departments and subject areas, as indicated earlier, is monitored by the HODs, the Board of Studies and the Academic Council.

Any additional information regarding Governance, Leadership and Management, which the institution would like to include.



CRITERION VII

Innovation and Best Practices

7.1 Environment Consciousness

7.1.1 Does the College conduct a Green Audit of its campus?

Yes. The college has tied up with the Botanical Survey of India and conducted a Green Audit of the campus.

7.1.2 What are the initiatives taken by the College to make the campus eco-friendly?

- We have initiated a **Green Club** to sensitise students about the need for preservation of the natural environment and encourage activities that focus on the theme of ‘Reduce-Reuse-Recycle’. Some of the activities of the Green Club include
 - a) Eco friendly Rakhi-making - using waste and left-over resources followed by an exhibition cum sale of Rakhis.
 - b) Making of an eco -friendly Ganesh idol and immersing it in a tub of water in the college premises itself.
 - c) We have appointed Energy and Water Guardians (Urja Rakshaks and Jal Rakshaks) from amongst the Green Club members to monitor energy and water use on the campus.
 - d) The ‘Nature Lovers Club’ with the Principal as its first member has seen the installation of ‘bird feeders’ which attract small birds and ‘bird houses’ for nesting birds.
- We have undertaken ‘**water harvesting**’ and ‘**drip water irrigation**’
- We have a **green cover** with a thick foliage of trees. The trees have all been numbered and labelled with their botanical names.
- **Vermi-compost** bins for garden waste management are used to make up for the lack of space for creating a vermi-compost pit.
- **E-waste management** - The examination cell used to initially store the question papers on CDs which had to be destroyed once they were exhausted. As a measure to reduce e- waste we now use a security system that enables us to store question papers in the form of soft copies.
- A number of our academic and administrative activities have been made paper free by the judicious, innovative and enhanced use of computerisation.

7.2 Innovations

7.2.1 Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

Innovations:

A major innovation is the effective and enhanced use of ICT in the Academic and Administrative Functioning of the college:

The Context:

ICT has emerged as a powerful tool for diffusion of knowledge and information. The

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

Objectives:

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

The Practice:

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

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

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

- i) involves both faculty and students,
- ii) has customized content appropriate to our specific academic and administrative needs
- iii) has high content quality.

• For Teaching, Learning and Evaluation, we have

1) Online Study Material Repository

Objectives:

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

Benefits:

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

2) Online Interactive Workbook

Objectives: To promote systematic self study amongst students

Benefits:

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

3) Automated Examination Timetable Scheduler

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

Benefits:

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

4) Question Paper Picker**Objectives:**

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

5) 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, audio clips, news downloaded with the help of the TV tuner card, etc.

- d) To eliminate malpractices during examinations by administering multiple sets of question papers to a single class.
- 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 deliver immediate performance scores to students

Benefits:

Same as objectives. Objectives achieved.

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

Objectives:

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

Benefits:

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

7) Result Analysis Software

Objectives:

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

Benefits:

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

● **For enhancing administrative efficiency:**

1) Automated Feedback Mechanism

Objectives:

- a) To track every minute detail regarding the academic and the administrative systems employed by the institution and use these for necessary corrective measures.
- b) To improve the precision and objectivity of the ‘feedback- taking mechanism’

- c) To make the process totally paper free and hence cost effective
- d) To usefully employ the digital (technological / computer) resources already available in the premises

Benefits:

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

2) Software for Classroom Mapping

Objectives:

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

Benefits:

This is a highly efficient and versatile software that provides a lot of information to the user at a click of the mouse. It displays the entire layout of the college meant for academic, cultural, co curricular & extracurricular activities.

- 1) It also provides information of events booked. All space units in the college bear a reserved or vacant mark on each slab for all the days of the year, month wise. The software has provision for selecting an appropriate space unit and reserve it for the required time slot.
- 2) It has a supplement requirement format in which faculty could book equipments needed for the event such as microphones, computers, LCD, furniture, etc.
- 3) Helps in judicious and optimum utilisation of infrastructure resources.

3) Choice Based Duty Selection

Objectives:

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

Benefits:

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

7.3 Best Practices**7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the College.****Two Best Practices of the Institution****Best Practice 1:****Title: Institutionalising ‘Value Education’ as a Credit Based Course.**

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

Objectives:

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

The Context:

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

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

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

The Practice:

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

Through the forum of the sanctuary, students of all disciplines are given basic awareness of their constitutional rights, privileges as well as their civic duties and responsibilities as citizens of a democratic, secular republic. This time is devoted to prayer, reflection and sharing of thoughts on the ART OF LIVING. Indian ideals and the eternal values of life are sought to be inculcated in the students, through this unique feature of the college. Every day there is a talk that has either an inspirational message regarding values or relates to the students in terms of career, development and growth, relationships, attitude to life, commitment and goals.

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

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

Evidence of Success:

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

Problems encountered and resources required:

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

Best Practice 2:

Title: Innovative Curriculum Design

As an Autonomous College, emphasis has been on designing and developing an innovative curriculum that will help women become independent thinkers and decision-makers. Our curriculum is student centric – meeting the aspirational needs of both slow and advanced learners and reflects academic relevance, contemporaneity, global trends and gender related issues. The highlights of the curriculum are that it facilitates **project-based and experiential learning**.

Objectives:

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

The Context:

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

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

The Practice:

Research Beyond The Textbook

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

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

Students of **Special Psychology**, do an actual Research Project as part of their Research Methodology paper. They work on research projects right from the stage of conceptualizing the problem area to statistical analysis and interpretation of their

findings. The research areas range from understanding marital attitudes among different age groups, life satisfaction and happiness in senior citizens to exploring emotional coping patterns in the youth. The students are partnering with the interns of the DMT course to conduct a joint research project on effectiveness of DMT.

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 Mukangan de-addiction centre, Yerwada Mental Hospital, Kamayani Institute for the intellectually challenged, Schizophrenia Awareness Association, NAB Home for the Aging blind, Prasanna Autism Centre, Chaitanya Home for the Mentally ill, Connecting- Centre for prevention of youth suicide and Centre for Advocacy in Mental health are regularly conducted for the students.

The College has also

- Started a peer counseling program. Based on the idea that most people prefer to seek out their peers for help when experiencing challenges, frustrations, concerns and general problems, Peer counseling trains and equips students with skills to enable them to help their peers.

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

- **Collaborated with "Artsphere"** – an organization of national repute known for its **Dance Movement Therapy** training modules.
- Tied up with '**Right Path**' for a **Career Profiling Programme**' that will provide the students with an opportunity to be trained as counsellors.

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

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

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.

Evidence of Success:

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

The **joint project with ‘Artsphere’** enables the sharing of knowledge which in turn enhances the research for both the groups in the context of depth and rigor of methodology, outcomes and findings. One of the research projects, is being conducted in the college with the FYBA students. The project aims at studying the role of DMT in enhancing self esteem and body image in the students. It is a double win situation for the psychology department, wherein the benefit is not only for the senior students learning skills of conducting research on the field, but also for the participant subjects who benefit with interventions that are aimed to improve their self esteem and body image.

One of our Special Psychology students, **employed** at the Centre for Advocacy in Mental health as Research Associate directly after her graduation received a special complimentary letter for having shown **‘scientific rigor’** in her working.

That an Intra college activity has grown into a programme that offers a platform for women entrepreneurs of the city is itself an indication of its success. The 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.

Analysis of success and failure is done in the class at the end of every ‘Mira Bazaar’. At the Mira Bazaar, generally, the adult entrepreneurs show a turnover between Rs.75,000 to Rs. 85,000; while the students’ turnover ranges between Rs. 25,000 and Rs.50,000. It has been found that less than 1% suffers a loss. That is because during the course of the ‘Mira Bazaar’, students are seen to conduct market surveys and accordingly improvise and diversify on the spot. This encourages a spirit of healthy competition and team spirit in them.

Problems encountered and resources required:

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

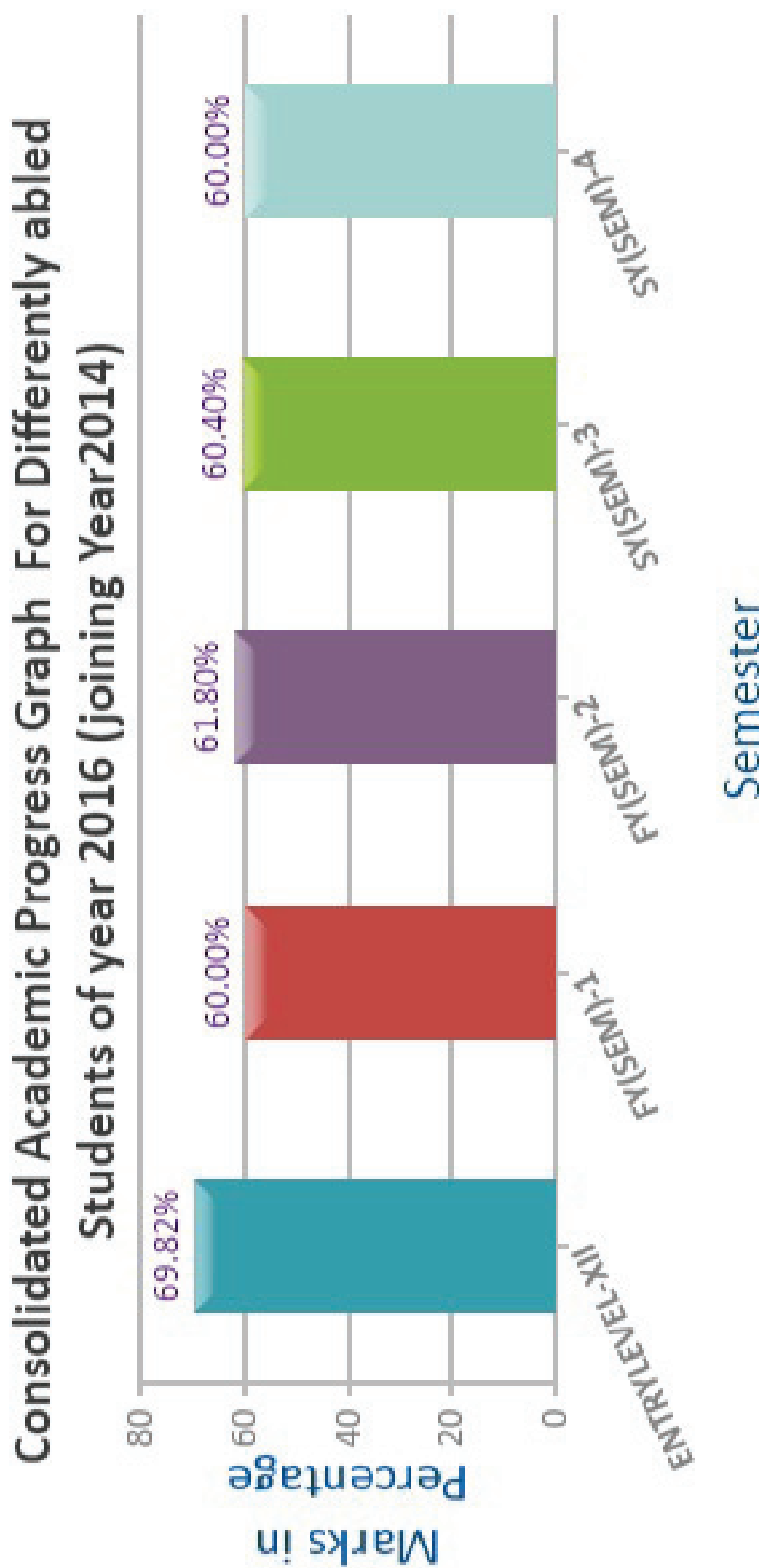
The ‘Mira Bazaar’ has encountered some problems. Lack of financial support from outside agencies does not allow the EDC to conduct it on a larger scale - Space crunch,

is another limiting factor. Adequate security arrangements have to be made for storing wares and for warding off undesirable gate crashers.

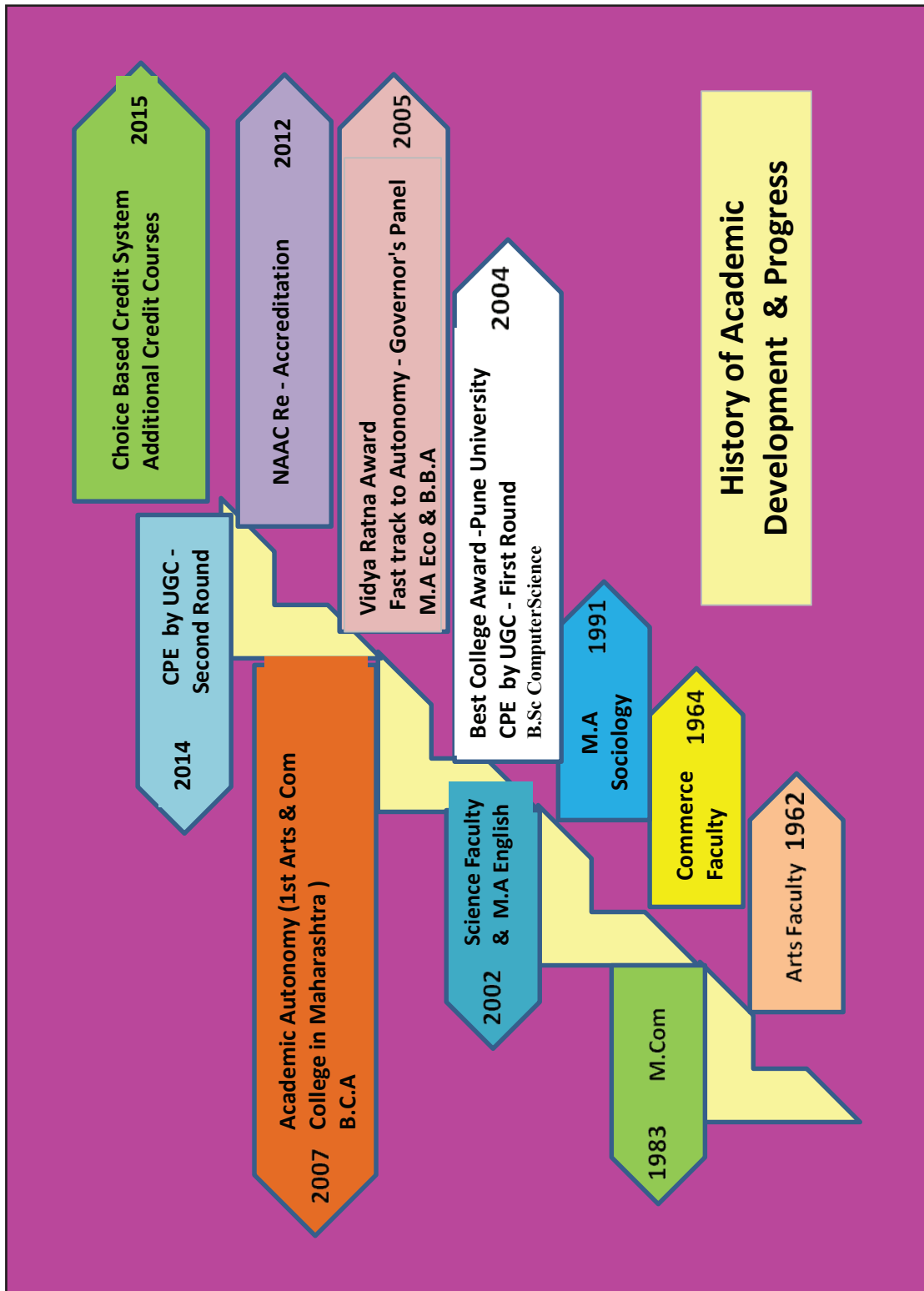
Any additional information regarding Innovation and Best Practices, which the institution would like to include.



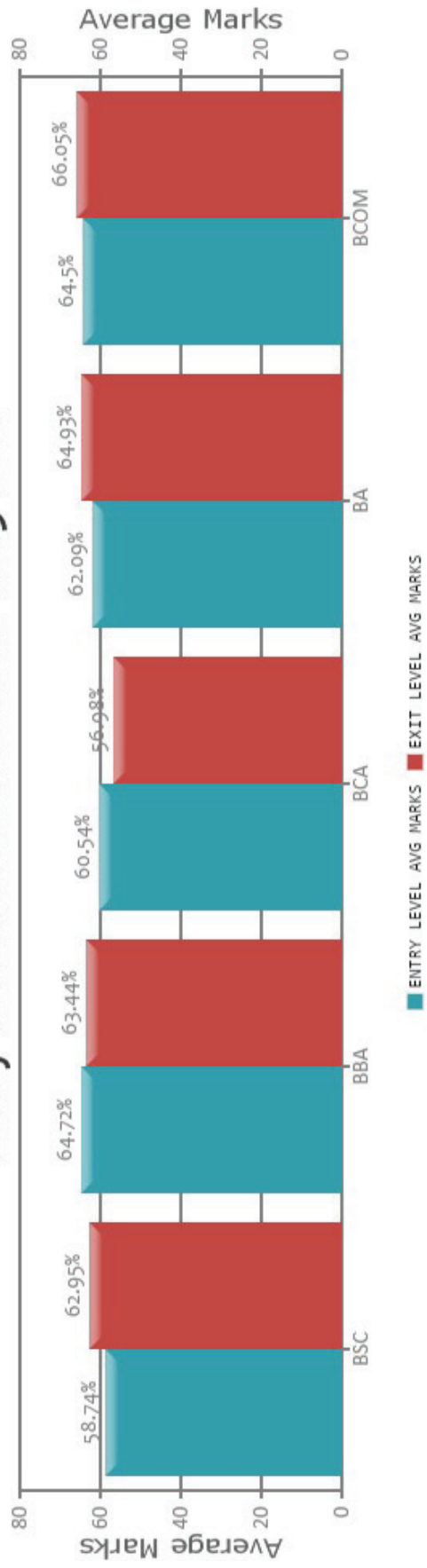
Department Reports Point 30



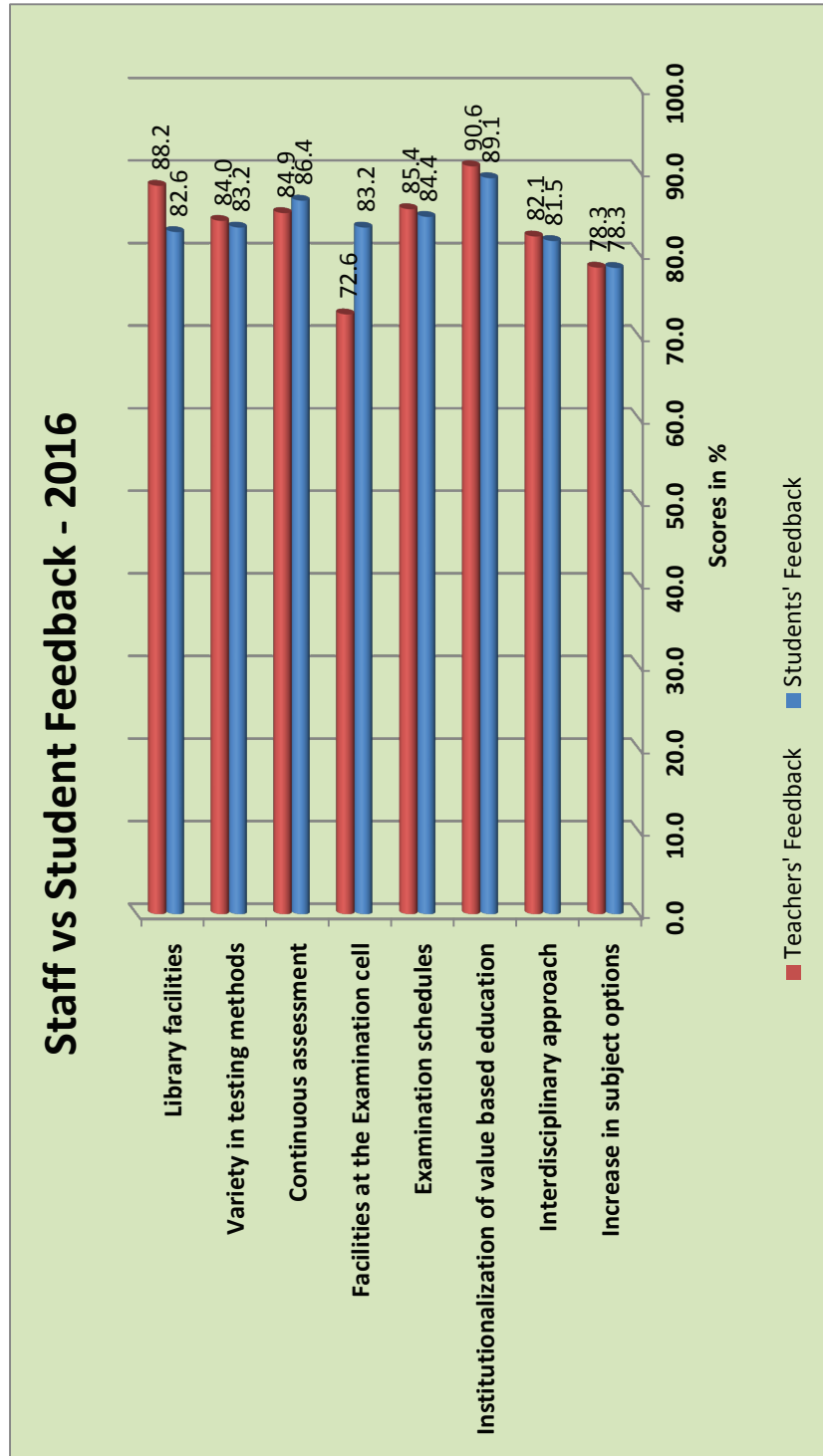
History of Important Stages of Development



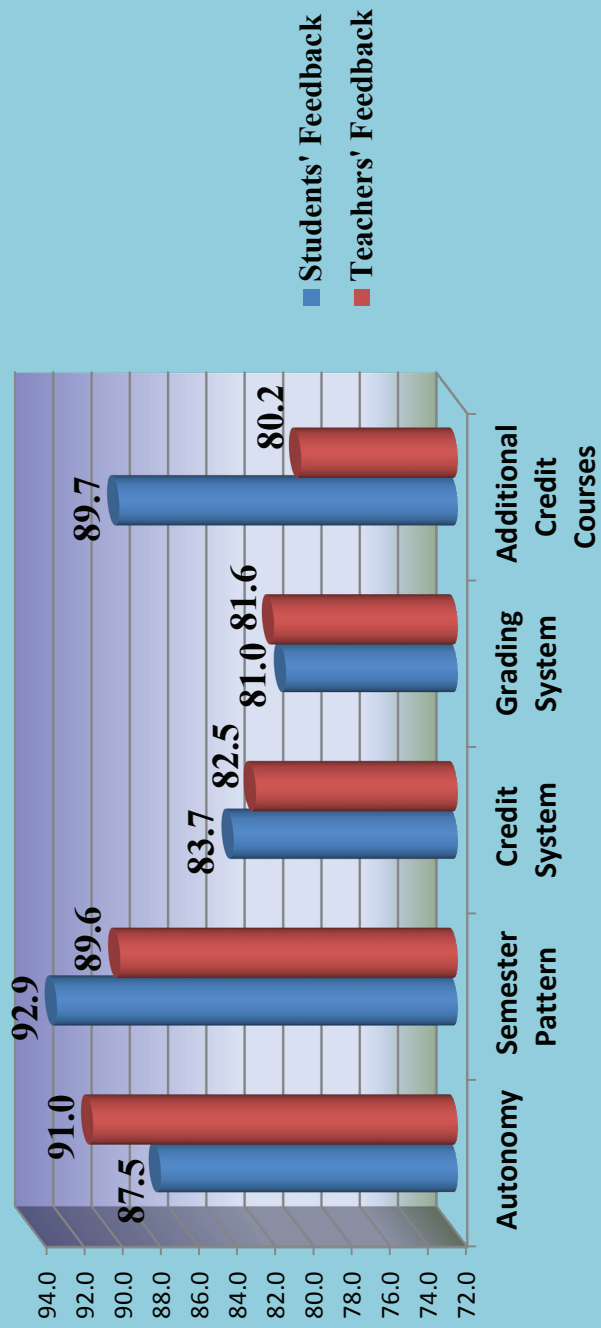
Entry Vs. Exit Result Status 2015-2016



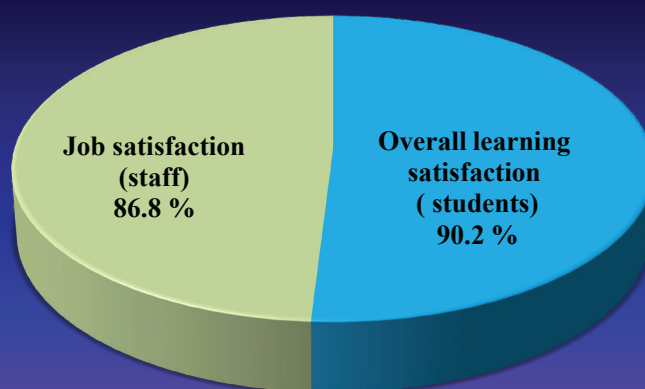
Feedback on Student & Staff Satisfaction Levels



Student vs Teacher Feedback on Implementation of Schemes - 2016



Student vs Teacher Feedback - 2016



3

**EVALUATIVE REPORT OF THE
DEPARTMENTS**

Department of Economics and Business Economics

1. Name of the Department & its year of establishment –

U.G.: Dept. of Economics (1962)

U.G.: Dept. of Business Economics and Banking & Finance (1969)

P.G.: M.A. Economics (2005)

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) –

U.G.: (i) B.A. Economics Special;

(ii) B.Com Programme (Economics and Banking Specialization)

P.G.: M.A. Economics Special

3. Interdisciplinary courses and departments involved–

Banking and Finance (B.Com) paper offered to B.A. students;

Indian Economy (B.A.) paper offered to B.Com students as an option at F.Y. Level;

4. Annual/ semester/choice based credit system – Semester-Choice Based Credit System with Grading

5. Participation of the department in the courses offered by other departments– Curriculum Design, as Paper Setters, as Moderators-BBA

6. Number of teaching posts sanctioned and filled

	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	3	3
Assistant Professors	3	3

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialisation	No. Of Years of Experience	No. of Ph.D. students guided for last 4 years
Department of Business Economics and Banking and Finance					
Ms. Shalini Iyer	B.A. (Eco), M.A. (Eco). M.Phil. Ph.D. (Pursuing)	Associate Prof. (H.O.D.)	Economics	28	NA

Dr. Arwah Madan	B.A. (Eco), M.A. (Eco). SET, Ph.D.	Associate Prof.	Economics	21	3 awarded +1 submitted and 7 pursuing
Ms. Minakshi Balkawade	B.Com., M.Com., NET and SET Ph.D. (Pursuing)	Assistant Prof.	Banking	17	NA

8. Percentage of classes taken by temporary faculty:

For M.A. the temporary faculty conducts 50% classes for PG.

9. Programme-wise Student Teacher Ratio:

I BA Economics:

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A.	95	02	48:1
	S.Y.B.A. Special	28	02	14:1
	S.Y.B.A General	28	02	14:1
	T.Y.B.A. Special	28	02	14:1
	T.Y.B.A. General	24	02	12:1
2013-2014	F.Y.B.A	152	02	76:1
	S.Y.B.A. Special	55	02	28:1
	S.Y.B.A General	55	02	28:1
	T.Y.B.A. Special	21	02	11:1
	T.Y.B.A General	42	02	21:1
2014-2015	F.Y.B.A.	162	02	81:1
	S.Y.B.A. Special	73	02	37:1
	S.Y.B.A .General	73	02	37:1
	T.Y.B.A. Special	53	02	27:1
	T.Y.B.A General	53	02	27:1
2015-2016	F.Y.B.A.	161	02	81:1
	S.Y.B.A. Special	64	02	32:1
	S.Y.B.A General	64	02	32:1
	T.Y.B.A. Special	62	02	31:1
	T.Y.B.A General	62	02	31:1
2016-17	F.Y.B.A	139	02	70:1
	S.Y.B.A Special	49	02	25:1
	S.Y.B.A General	49	02	25:1
	T.Y.B.A Special	48	02	24:1
	T.Y.B.A General	48	02	24:1

II B Com

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.Com. [Eco]	346	03	115:1
	F.Y.B.Com. [Banking]	76	01	76:1
	S.Y.B.Com.[Eco]	274	03	91:1
	S.Y.B.Com.[Banking I]	27	01	27:1
	T.Y.B.Com. [Eco]	255	03	85:1
	T.Y.B.Com. [Banking II & III]	49	01	49:1
2013-2014	F.Y.B.Com. [Eco]	350	03	117:1
	F.Y.B.Com. [Banking]	114	01	114:1
	S.Y.B.Com. [Eco]	289	03	96:1
	S.Y.B.Com. [Banking I]	33	01	33:1
	T.Y.B.Com. [Eco]	250	03	83:1
	T.Y.B.Com. [Banking II & III]	25	01	25:1
2014-2015	F.Y.B.Com. [Eco]	361	03	120:1
	F.Y.B.Com. [Banking]	141	01	141:1
	S.Y.B.Com. [Eco]	297	03	99:1
	S.Y.B.Com. [Banking I]	45	01	45:1
	T.Y.B.Com. [Eco]	256	03	85:1
	T.Y.B.Com. [Banking II & III]	30	01	30:1
2015-2016	F.Y.B.Com. [Eco]	257	03	86:1
	F.Y.B.Com. [Banking]	122	01	122:1
	S.Y.B.Com. [Eco]	289	03	96:1
	S.Y.B.Com. [Banking I]	53	01	53:1
	T.Y.B.Com. [Eco]	259	03	86:1
	T.Y.B.Com. [Banking II & III]	43	01	43:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

As per overall Government Staffing pattern

11. Number of faculty with ongoing projects from a) national b) international funding Agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise:

NIL

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:

Not Applicable

13. Research facility / centre:

Not Applicable

14. Publications:

Sr. No.	Name Of Faculty	National Journals	International Journals	Proceedings	Chapters in Books/	Google Scholar	Citation Index	EBSCO	h/impact factor
1	Ms. Shalini Iyer	1	4	1	-	-	-	2	-
2	Dr. Arwah Madan	3	2	10	7	3	12	3	2
3	Ms. Minakshi Balkawade	2	2	-	-	2		1	2
4	Dr. Soniya Chavan	1	-	3	-	-	-	-	-
5	Dr. Manisha Pimpalkhare	2	-	1	1	-	-	-	-
6	Ms. Meenal Sumant	-	-	2	-	-	-	-	-

15. Details of patents and income generated:

NIL

16. Areas of consultancy and income generated:

- Dr. Soniya Chavan is a member of the Board of Studies, Dept. of Business Economics, Dhananjayrao Gadgil College of Commerce, Satara, Maharashtra.
- Dr. Arwah Madan is a member of the Selection Committee, Ph.D. Admissions-2016, Humanities and Social Sciences, Symbiosis International University, Pune.
- Dr. Arwah Madan was invited as a Resource Person for a State-level Seminar on 'Recent Development in Banking' held on January 23rd, 2016. She delivered a lecture on 'Differential Banking in India'.
- Dr. Arwah Madan is Visiting Faculty at the Department of Economics, S.P.P.U. and also Resource Person for the Ph.D. Course Work, Department of Economics, S.P.P.U.

17. Faculty Recharging Strategies–**(A) Active Participation of Faculty in :**

- Orientation Courses conducted by ASC, Pune-Ms. Manisha Pimpalkhare (03-30 Dec, 2012) and Ms. Meenal Sumant (13 February-12 March, 2014)
- Refresher Course conducted by BMCC, Pune and ASC, Pune-Ms. Minakshi Balkawade (16 September-6 October, 2013);
- Refresher Course conducted by ILS Law College, Pune – Ms. Manisha Pimpalkhare(17 September-07 October, 2014);
- Refresher Course attended by ASC, Pune- Ms. Meenal Sumant (27 October-16 November, 2014).
- Refresher Course conducted by DCRC, SPPU and ASC, Pune-Ms. Minakshi Balkawade (1 October -21 October, 2015);

- (vi) FDP conducted at St. Mira's College, Pune - all dept. faculty –Theme-Research Methodology (8 day programme held between 16 August-20 September, 2012);
- (vii) FDP conducted by DCRC, SPPU, Pune – Ms. Minakshi Balkawade (18 September-24 September, 2014).
- (viii) Workshop conducted at Azim Premji University on Developmental Economics- (a) Ms. Meenal Sumant (9 July - 15 July, 2012);
- (ix) FDP conducted at St. Mira's College, Pune- Faculty of all departments participated. Themes: How to write a Research Paper, Multiple Intelligence, Knowledge Management (21 July, 2016 , 26 July, 2016, 30 July 2016)
- (x) Seminars & Conferences- a detailed annexure of the faculty contributions at seminars and conferences is included.

(B) Faculty access to Digital resources in the Library;

(C) Faculty participation on Board of Studies and as Members of the Academic Council;

18. Student projects

- percentage of students who have done in-house projects including inter-departmental – PG MA Economics -100% (2012-13); details below:

Title	Student
Status and Review of Capital Market w.r.t. India	Ashwini Kawade
Marketing Strategies of Dell Laptops-An Analytical Study	Pooja Pardeshi
A Study of Ageon Religare Life Insurance Company And Importance of Life Insurance Among People	Rajshree Yadav
Evaluation of RBI	Harsha Chinchane
Implementation of Technology in Indian Agriculture	Ningshingla Pashel
A Study Through Economic Analysis of Single Income Families and Dual Income Families	Aarti Gujar
Effects of Famines on Maharashtra	Navnita Darade
A Study of Malpractices in Health Services And Government Schemes And Programmes in India	Shashibandana Pandey
Changing Technology And Implementation For Cultivating Cotton	Manisha Jamdade
A Study of Demographic Transition Census in India-2011	Snehal Tingre
Increasing Rate of Farmers Suicides	Ujjwala Kokate
Analytical Study of LIC with Reference To India	Suman Thakur
A Study of Foreign Direct Investment on Indian Economy	Warnihring Anal

- percentage of students doing projects in collaboration with industries / institutes - NIL

19. Awards / recognitions received at the national and international level by

- Faculty–Best Paper Award to Dr. Arwah Madan
- Paper Presentation at ICEBM, Singapore (2012)
- Paper Presentation at IMT, Nagpur (2014)
- Doctoral / post doctoral fellows –
- Teacher Fellowship under UGC-FIP to Ms. Manisha Pimpalkhare to complete doctoral research (2012-2014)
- Teacher Fellowship under UGC-FIP to Ms. Shalini Iyer to complete doctoral research (2014-2016)
- Student–Ms. Nanda Chowdhary–RBI Young Scholar Award 2013 (National)

20. Seminars/Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants, if any.

- **UGC sponsored National Seminar on “Advances in Research in Commerce & Economics: Innovations, Statistical Applications & Publications” on 4th and 5th January, 2013 co-hosted by Department of Economics and Commerce (50 participants)**
- Distinguished Resource persons who also participated :
 1. Dr. Stephen Kevin, Director, TKM Institute of Management, Kerala.
 2. Dr. Amod Markale, Director, Zeal Education Society’s Dnyanganga Institute of Career Empowerment and Research, Pune.
 3. Prof. Abhay Tilak, Director, Indian School of Political Economy, Pune.
 4. Dr. Neeraj Hatekar, Prof. Department of Economics, University of Mumbai.
 5. Dr. Shikha Jain, Professor and Dean, Sinhgad Institute of Business Administration and Research, Pune.
 6. Mr. Venkat Saripalli, Chief Financial Officer, Hansa Group of Companies, Pune.
- **Self-financed Local-level Post Graduate Seminars organized annually to encourage P.G. Students to present research papers on relevant and contemporary economic themes.**

Details of the Seminars are given below:

- 2012-13 - The P.G. students participated in the National Conference (details above);
- 2013-14 - Perspectives on Labour
Resource persons: Prof. Manasi Gore, Faculty, Dept. of Economics, University of Pune; Dr. Deepa Paturkar, Faculty, ILS Law College, Pune.
- 2014-15-Economic Reforms in India: Agenda, Challenges & Opportunities.
Resource persons: Dr. Girija Lagad, Faculty, MIT School of Government, Pune; Dr. Malati Roy, Retired HOD, Economics, S.P. College, Pune.
- 2016-17- ‘Make in India’ Mr. Jitendra Shende, Business Consultant – “Make in India-Industry Perspective’ and Dr. Rama Venkatachalam- ‘India’s Startup Policy’
- FDP on Research Methodology (Refer point 17 (vi) above):

Resource persons: Dr. Sharad Joshi, Professor, Vishwakarma Institute of Management, Pune, and Dr. Shailesh Kasande, Director, Vishwakarma Institute of Management, Pune; Mr. Satish Pandit, Faculty, Dept. of Statistics, S.P.P.U., Pune.

- Workshop on ‘Multiple Intelligence’ - Mr. Jitendra Sandu, Chief Operating Officer and a Certified Trainer, Talent Mat, Pune organized on August 30th, 2016 from 1pm to 4pm.

21. Student profile course-wise:

T.Y.B.Com.- Economics (Compulsory)

Academic Year	Applications Received	Selected	Pass Percentage
2012-13	252	252	92.46
2013-14	244	244	94.67
2014-15	246	246	83.33
2015-16	254	254	90.94

T.Y.B.C.om. – Banking (Specialization)

Academic Year	Applications Received	Selected	Pass Percentage
2012-13	49	49	100
2013-14	25	25	100
2014-15	30	30	100
2015-16	43	43	97.67

T.Y.B.A.-Economics (Special)

Academic Year	Applications Received	Selected	Pass Percentage
2012-13	24	24	95.83
2013-14	21	21	95.24
2014-15	51	51	94.11
2015-16	51	51	88.23

22. Diversity of Students–M.A./M.Com. Students:

Academic Year (PG)	% of Students from the State	% of Students from other States
2012-13	62.5%	37.5%
2013-14	68.9%	31.1%
2014-15	72%	28%
2015-16	57.1%	42.9%

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

SET/NET- 5+; Bank PO Exam-2

24. Student progression--Subject wise data on student diversity at UG level is not available. Please refer to Institutional Profile point no.

Student Progression	Percentage against enrolled
UG to PG	40%

PG to M.Phil.	NA
P.G. to Ph.D.	NA
Ph.D. to Post-Doctoral	NA

- Entrepreneurs- Ms. Niranka Tanpure

25. Diversity of staff

Percentage of faculty who are graduates	
Same Parent University	68%
University within the State	16%
University outside the State	16%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.- ONE

27. Present details about infrastructural facilities

- Library–Yes, rich collection of books, journals and periodicals; separate library for the U.G. and P.G. section; access to online resources;
Internet facilities for staff in Departmental Cubicles and for students in the library.
- Total number of class rooms –As per centralized classroom mapping for U.G.;
One Classroom for P.G.
- Class rooms with I.C.T. facility–Access to College Audio-Visual Room
- Students’ laboratories–Not Applicable
- Research laboratories–Not Applicable

28. Number of students of the department getting financial assistance from College:

- Please refer to Institutional Profile Criterion No. II

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology. Not Applicable

30. Does the department obtain feedback from

a. Faculty

Curriculum design for specific paper by Faculty, Feedback from co-faculties, Feedback from BOS, Incorporation of suggestions from Experts and Academic Council, Inter-departmental feedback, departmental meetings

b. Students

The College has a mechanism for taking student feedback of subjects, faculty, and facilities.

c. Alumni and employers

Feedback from alumni is taken through Alumni Meets, representation of Alumni on Board of Studies. Our best feedback is when children of alumni come back to us.

31. List the distinguished alumni of the department:

- Ms. Suchismita Mohanty (Vice Principal, Kaveri College, Pune)

- Ms. Hennashka Israni (studying International Relations at London School of Economics)
- Ms. Savita Singh (PO, Bank of India) and Ms. Pratigya Tripathy (PO, PNB)
- Ms. Varsha Saini (Quality Analyst, Concentrix Technologies Pvt. Ltd.-An International Business Services Company)
- Ms. Soudamini Goudar (Business Editor, Markets and Markets, a worldwide Market Research Firm)
- Ms. Nanda Choudhari (Young RBI Scholar and currently Assistant, RBI College of Agricultural Banking, Pune)
- Ms. Alifiya Motiwala (Freelance Auditor, Ms. Shah Parekh and Sabhani)
- Ms. Gana Vidhu (Junior Auditor, PRGX- An International Recovery Audit Company)
- Ms. Sarita Gopalney (CA, Finance Controller, Cummins Research Technologies)
- Ms. Asha Panikkar (Manager, Agrostar, A 'direct-to-farmer m-commerce platform start-up)
- Ms. Rakhi Goud-Sports Girl–Hammer Throw, Athletics; Class II Officer, Indian Railways.

32. Give details of student enrichment programmes (special lectures /workshops/ seminar)

Lecture Series & Guest Lectures:

Year	Lecture Theme	Resource Person	Designation & Organisation
2012-13	Investor Awareness	Mr. Mukesh Kuvad	C.A.& Centre Director, BSE Institute Ltd, Pune,
2012-13	Capitalism versus Socialism	Prof. Abhyankar	CPI (M) leader, Pune
2012-13	Careers in Banking	Mr. Subramaniam and Ms. Sarika Chitre	Faculty, IFBI, Pune
2012-13	The Garbage Story	Mr. Firdosh Roowala	Green activist and entrepreneur
2013-14	Malnutrition	Dr. Geeta Pardeshi	Associate Prof., B.J. Medical College, Sassoon Hospital, Pune
2013-14	Financial Planning and Avenues of Investments	Mr. Atul Gaikwad	Financial Planner, The Catalyst, Pune
2013-14	Fake Currency	Mr. S. Murthi	Faculty, RBI's College of Agricultural Banking, Pune
2013-14	Technology in Banking	Mr. S. Murthi	Faculty, RBI's College of Agricultural Banking, Pune
2016-17	Careers in Economics	Dr. Girija Lagad	Economist, Researcher, Consultant.

Field Visits:

Year	Industry	Class	Purpose
2013-14	Mapro Industries, Mahabaleshwar	F.Y.B.A. G-1, M.A., M.Com.	Agro-based Industry
2014-15	Visit to RBI's CAB, Pune.	T.Y.B.Com. Banking & Finance	RBI Museum
2015-16	Visit to Sommeswar Sugar factory, Jaggery Factory & Nandan Dairy	F.Y.B.A., S.Y.B.A., T.Y.B.A.	Agro-based Industries
2016-17	Visits to Trinity Auto Components Ltd., Kutwal Foods Ltd. and Karan Krishi Paryatan Kendra Ranjangaon.	T.Y.B.Com.	Automobiles, Dairy Products and Fruit Juices, Agricultural Tourism

Intra-Collegiate Economics Elocution Competition:

(A.D. Shroff Memorial Elocution Competition) :

Year	Theme
2012-13	What ails the Indian Economy? Youth and the Indian Agriculture; Challenges of Infrastructure Development in India; Promoting India's Exports; Fighting Corruption- The Role of Civil Society.
2013-14	Good Governance is the Need of the Hour; Role of Civil Society in Ensuring Safety of Women ; White Collar Crimes and Their Economic Implications; Importance of Water Conservation.
2014-15	The Role of Youth in Democracy Economics of Water Conservation Challenges of Urbanisation. Economic Implications of Creating Smaller States
2015-16	Agrarian Crisis – Farmers' Suicides; Emerging Challenges of Globalization; Menace of Black Money; Rising Unemployment and Policy Reforms.
2016-17	Make In India – As I See It. A Smart City Of My Dream. Challenges Of Water Management Road Development For Urban-Rural Connectivity.

Poster Competition:

Year	Theme
2012-13 16 th August, 2012	Freedom
2013-14 10 th December, 2013	Festivals & Environment

2014-15 13 th December, 2014	Growth & Clean Environment
2015-16	Swachh Bharat

Article Review Competition:

Year	Theme
2012-13 8th December, 2012	Economic Growth” (<i>for English Medium students</i>) and “Hurdles in Industrial Sector (for Marathi Medium students)
2013-14 30 August 2013	English article - ‘Muddling Through Food Security’; Marathi article - ‘Food Security: Farmers’ View.’
2014-15 15 December 2014	‘Dividend or Nightmare’ English Article; ‘Poli, Pizza ani Pragati’-Marathi Article
2015-16 18 th December 2015	Paris World Environment Summit

Certificate Course in “Stock Exchange Trading and Market Analysis” and a Visit to the Bombay Stock Exchange:

- Organizers: The National Skills Development Corporation (NSDC)- a Government of India initiative the BSE, Department of Accountancy and Department of Business Economics
- A 60 contact hours’ programme spread over 2 months to impart training to the students.
- Cost of the course Rs. 3,500/- per student, (Subsidised and refunded on qualifying exam).
- Trainer- Mr. Mukesh Kuwad, a BSE Trainer.
- Visit to BSE on Jan. 2015 for online trading demos were given.

33. List the teaching methods adopted by the faculty for different programmes.

- Lecture Method, Problem-Solving Activities (National Income, Calculation of EMI or Interest Earnings, Calculation of SENSEX, etc.)
- Library Assignments & Class Presentations (Emerging Economies, Brexit, International Labour Migration, Analysis of Prices of Commodities, etc.)
- Case Studies & Article Reviews (Collecting & Paying Banker, Inflation, etc.)
- Field Visits and Project related to visits to companies, organizations, etc.
- Use of Digital Resources for Collection of Information

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

I] Curriculum Design for sound foundation in economic theory, analysis and practice along with recent developments and inclusion of a gender and ecological perspective

1. Seamless Education: Mobility of students across streams permitted

2. Topics of Contemporary Relevance: Inclusive Growth, Environment Sustainability, Carbon Trading, Micro Finance.
- II] Preparation of Work Plan to transact syllabi in the stipulated time-frame of 48 lectures;
- III] Access to relevant syllabi and Convergence of same in the teaching-learning process.
- IV] Bibliography/Webliography/Reading list, References and Digital resources
- V] Teaching –Learning-Evaluation:
 - A. Teaching:
 1. Preparation of Lecture Outline for each paper taught at UG and PG levels
 2. Student engagement with numerical and graphical representation, newspapers etc. encouraging academic dialogue
 - B. Learning Process:
 1. Distribution of resource material/ handouts in English and Marathi.
 2. Preparation of Question Bank;
 - C. Evaluation Process:
 1. Conduct of tutorials, assignments, projects, visits, etc. under the Internal Assessment Mechanism
 - D. Interaction between Departmental Faculty
 - (i) Regular departmental meetings, brain storming sessions for curriculum design, internal assessment, student progression, remedial teaching strategies, etc.

35. Highlight the participation of students and faculty in extension activities.

- Involvement of students in need assessments for conduct of social service programmes by respective classes with class mentors; activities conducted twice a year
- Opportunity to students to associate with Social Service organizations and Animal Welfare:
- Association with organizations like BSSK, Nirmal Hriday (Mother Teresa’s Home for Aged), Snehankit (Association for Non-seeing Friends), School and Home for the Blind.
- Taking care of animals, feeding birds, collecting newspapers and clothes for animal shelters, etc.
- Faculty associated with taking remedial classes for children in slum areas.

36. Give details of “beyond syllabus scholarly activities” of the department.

- Research Paper Writing at PG Seminar- Encourage PG students to write and present a paper at the PG Seminar.
- Ms. Hennashka Israni- ‘NitiAayog v/s Planning Commission: Old Wine in New Bottle’,
- Ms. Sreelekha Kakade ‘Pradhan Mantri Jan Dhan Yojana: An Overview’.

- Meghavi Thakkar ‘Inflation and RBI’s Monetary Policy’.
- Participants from other colleges: Rohan Takalkar and Kiran Chaudhari from SP College, Pune on ‘Reforms in Trade’
- Workshop ‘ET in the Classroom’ - A week-long one-hour workshop held since 2009 for Banking and Finance and Costing Students to initiate them into reading business newspapers and to provide insights into the same.
- Know Your Economy Test-Conducted Test for the undergraduate students to test the knowledge of Economics organized by Scientific Research Association for Economics and Finance (Chennai). 176 students participated in the test which was held for the first time on January 5, 2016. The test duration is 90 minutes.
- A Green Club Initiative. To sensitise the student community for preservation of the natural environment and engage them in ‘Reduce-Reuse-Recycle’.
- a) ‘Rakhi-making competition’-Best- out- of-Waste
- b) Lecture on the benefits of Vermi-composting and waste management by Mr. Firdosh Roowala, Green Activist and Entrepreneur, Green Thumb, Pune on August 20, 2016
- c) Workshop making ‘Eco-friendly Ganapati idol’ upcoming Ganesh Chaturthi festival.
- Publications (Faculty)
Journal –National/International-Peer-reviewed & Non-peer-reviewed

- **Madan Arwah**

“Non-mandatory recommendation under the Corporate Governance Code in India: Influence and Impact” published in the International Journal of e-Education, e-Business, e-Management and e-Learning (IJEEEE) ISSN: 2010-3654, Vol.2, No.3, pp. 273-276, June 2012

- ‘Corporate Governance & Investor Protection: A Study of the long-run performance of IPOs with reference to Pre- Issue and Post-Issue Rating’ Productivity [Journal of the National Productivity Council, Ministry of Commerce and Industry, Government of India] - Special Issue on ‘Corporate Governance’ October-December, 2013 Vol.54, No. 3, Pg.231-237 ISSN: 0032-9924
- ‘RBI Autonomy And Performance Of Monetary Policy In The Post Liberalization Period: A Comparative Analysis Of The Regime Of Venkitaraman and Rangarajan’ International Journal Economics and Research, Mar – Apr 2015 Vol. 6 Issue 2, 37-48 ISSN: 2229-6158

- **Minakshi Balkawade**

- ‘The Insurance Laws (Amendment) Bill, 2008 in India: Legal Position of a Nominee’. Scholarly Research Journal for Interdisciplinary Studies (SRJIS) ISSN: 2319-4766. 2014. International Peer-reviewed. Impact Factor – 4.19
- ‘Knowledge of Health Insurance Cover-Bridging the Gap’ International Conference on ‘Information and Communication for Development - Reach, Impact, Opportunities and Challenges International NES Ratnam College of Arts, Science and Commerce, Bombay EPIGNOSIS – Journal of Multidisciplinary Research October 2012 ISBN: 978-81-922163-1-7

- ‘Factors Impacting Personal Insurance Purchase Decisions and Assessment of Consequent Risk Exposure’ DAWN– Journal for Contemporary Research in Management, Jan, Peer Reviewed 2014 ISSN: 2348-0092
- ‘A Case Study of the Mann Deshi Mahila Sahakari Bank (MDMSB): A Model of Financial Capability through Social Entrepreneurship’. IRA International Journal of Management and Social Sciences, 2016. ISSN: 2455-2267. Impact Factor – 3.047
- **Manisha Pimpalkhare**
 - ‘A Labour Perspective on Sustainable Development’ published in International Research Journal of Humanities and Environmental Issues. ISSN No-2277-9329, Vol 1, Issue 9, December 2012 Pg.34-36 (Sole author)
 - ‘Women’s Autonomy: Concept, Measurements and Determinants’ in International Journal of Research, Vol 5 (2), January-June 2016, ISSN 2231-6124 pg. 72-75 (Sole author)
- **Shalini Iyer**
 - ‘Emergence of Environmental Sustainability Reporting in India: Towards Informational Symmetry’ EPIGNOSIS Journal of Multidisciplinary Research, Vol 1, Issue 1 January 2013, pp.1-9. ISBN 978-81-922163-1-7
 - ‘Clean Development Mechanism in Indian Industry-Challenges and Opportunities’ BizNess- The Research Journal of Ness Wadia College of Commerce, Pune , Vol 1, Issue 2, January 2013, p21-26 ISSN 2277-4823
 - ‘Corporate Sustainability Reporting in India –Tool for Showcasing ‘Green’ Best Practices” DAWN - Journal for Contemporary Research in Management, Vol.2 - Issue 1 /January-June 2015, p43-50 ISSN 2348-0092
 - ‘Reduce, Re-use, Re-cycle- The Sustainability ‘Mantra’ for the Green Ethic(al) Corporation’ International Journal of Multidisciplinary Research, Vol IV, Issue 6 (V), October.2015 pp. 111-114, ISSN 2277 - 9302
 - ‘Re-Contouring Business to Combat Climate Change’ DAWN-Journal for Contemporary Research in Management, Vol 3-Issue 1/ January. 2016, p80-88. ISSN 2348-0092
- **Soniya Chavan**
 - ‘Global Economic Crisis: Appeasing Appetite Through Food Security’. International Journal of Multidisciplinary Research (IJMR) 2014 Vol.III. ISSN: 2277 - 9302

Conference Proceedings

- **Meenal Sumant**
 - (2012) ‘The Policy of Financial Liberalization: Experience of India’ presented at the International Conference on ‘Worldview of Development: Challenges & Alternative Paradigm’ organized by Dept. of Economics, Poona College of Arts, Science & Commerce, Pune in association with Institute of Objective Studies, New Delhi, sponsored by BCUD, University of Pune on March 9-11, 2012 and published with ISBN- 978-93-8996-539-1 (pp. 69-73)

- **Arwah Madan**

- (2012) ‘Entrepreneurship and Women Empowerment: Evidence from Pune City’ presented at the 2nd International Conference on Economics, Business and Marketing Management, at Singapore organized by International Economics Development Research Centre (IEDRC) on February 26-28, 2012 and published with ISBN-978-981-07-1472-7 (pp. 192-196)
- (2015) ‘Public Sector Banks in India in the Period of Post Liberalization: Performance, Survival and Endurance Strategies’ at the International Conference On Evidence Based Management 2015 (ICEBM 2015) held on March 20-21 at BITS, Bits-Pilani, Rajasthan (co-authored) ISBN 978-9384935-18-4
- (2012) ‘Non-mandatory recommendation under the Corporate Governance Code in India: Influence and Impact’ presented at the 2nd International Conference on Economics, Business and Marketing Management, at Singapore organized by International Economics Development Research Centre (IEDRC) on February 26-28, 2012 and published with ISBN- 978-981-07-1472-7, Vol. 29, (pp. 240-244)
- (2016) ‘Liquidity Adjustment Facility (LAF) as the Main Operating Tool of RBI Post Reform Period & Emergence of Formal Interest Rate Corridor’ ISBN: 978-81-926543-0-0

- **Soniya Chavan**

- (2013) ‘Micro Finance and Sustainable Rural Development’ presented at the 28th Annual National Convention of the Indian Society for Studies in Cooperation, VAMNICOM, Pune (December 7-8, 2012) and published in Proceedings in 2013 titled “Recent Trends in Cooperative Law and Micro Finance” [Part 3, p120-125, ISBN 978-93-82007-54-8, Dominant Publishers & Distributors Pvt. Ltd.)
- (2014) ‘Progressing Today Locally for Future Global Prospects’ at the National Conference on ‘Global Financial Crisis’ organized by Sadhu Vaswani Institute of Management Studies, Pune held on 24th and 25th of January
- (2016) ‘Impact on Natural Resources Due to Environmental and Economic Development’ Poona College of Arts, Science and Commerce. Proceedings of International Conference on Environmental Concerns and Sustainable Development: Issues and Challenges for India, 10th - 12th February 2016 at ISBN No: 978 - 81-931130 -1 -1. Sponsored by SPPU.

- **Shalini Iyer**

(2013) ‘A ‘Theory-Data-Theory’ Linkage in Economic Research: A Methodological Study of the Theory of Comparative Advantage’ UGC sponsored National Conference on ‘Advances in Research in Commerce & Economics: Innovations, Statistical Applications and Publications’ Jan 2013, pp.132-135. ISBN- 978-93-8996-539-1

Chapter in Edited Book

- Pimpalkhare Manisha and Madan Arwah (2013) ‘Informal Economy and the Challenge of Decent Work in India’ in ‘Global Financial Crisis and Vulnerability of Indian Economy’ (ed.) Debashish Mazumdar, Abhijeet Publications, New Delhi, pp.120-126 ISBN 978-93-5074-102-3

- Madan Arwah (2014) 'Is the Reserve Bank of India approach to the Bank Licenses Policy Conservative?' in 'Business and Economics: In Search of Excellence' (ed.) Monica Bansal, Research India Publications, Delhi [ISBN 978-93-84144-0], pp. 301-310
- --- (2016) 'Innovation and Craft Revival-Empowerment and Sustainable Livelihoods' in the Book 'Exploring the Benefits of Creativity in Business, Media and the Arts' Ed. Nava Sifton, Assistant Professor, Marymount Manhattan College, New York and published by IGI Global [Peer-Reviewed] ISBN13: 9781522505044

37. State whether the programme/ department is accredited/ graded by other agencies.

NO

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

● **Strengths**

- Dedicated, qualified, research-oriented faculty – 3 doctoral degrees, 1 submitted and 2 underway
- Strong research orientation in faculty which is reflected in teaching
- Active participation in seminars and conferences

● **Weaknesses**

- Declining student strength
- Large student strength for compulsory papers
- Inability to support students with remedial or tutorial classes

● **Opportunities**

- Scope to introduce and use online resources (INFLIBNET & EBSCO) in teaching methods
- Scope to develop e-content
- Scope for collaborations with corporate companies and research institutes

● **Challenges**

- Encouraging students to opt for Economics (Special) at the UG level and pursue post-graduation;
- Motivating students to appear for competitive examinations – UPSC/MPSC, NET/SET, Banking /Capital Market Certification, etc.
- Tracking the academic progression of alumni;
- Pursue Further Research/ Publications with heavy teaching load.

39. Future plans of the department.

- Strengthening the PG Department
- Applying for Research Projects and UGC Research Schemes, etc.
- Annual Publication in Economics with special themes



Department of Education

1. Name of the Department and its year of establishment:

Department of Education, 1962

2. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

Undergraduate course in Education

3. Inter-disciplinary courses and departments involved:

F.Y B.Com students take Education as one of their optional subjects

4. Annual/semester/choice based credit system:

F.Y.B.A./B.Com., S.Y.B.A. follow Semester and Choice-Based Credit System with Grading

5. Participation of the department in the courses offered by other departments:

NA

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Assistant Professors) One

	Sanctioned	Filled
Assistant Professors	1	1
Associate Professors	-	-

7. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D. Litt./Ph.D./M. Phil. etc.,)

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 years
Hasina Shaikh	M.A., M.Ed., NET	Assistant Professor	Education	11 years	NA

8. Percentage of classes taken by temporary faculty-programme-wise information:

NA

9. Programme-wise Student Teacher Ratio :

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A./ B.Com	145	1	1: 145
	S.Y.B.A.	66	1	1:66
	T.Y.B.A.	44	1	1:44
2013-2014	F.Y.B.A.	125	1	1: 125

	S.Y.B.A.	61	1	1:61
	T.Y.B.A.	57	1	1:57
2014-2015	F.Y.B.A.	172	1	1:172
	S.Y.B.A.	41	1	1:41
	T.Y.B.A.	54	1	1:54
2015-2016	F.Y.B.A.	133	1	1:133
	S.Y.B.A.	40	1	1:40
	T.Y.B.A.	36	1	1:36

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

According to the overall Government staffing pattern.

11. Number of faculty with ongoing projects from a) National b) International funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Nil.

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:

NA.

13. Research facility/Centre:

NA

14. Publications:

Number of papers published in peer reviewed journals (national/international):05

15. Details of patents and income generated:

NA

16 Areas of consultancy and income generated:

- Appointed as Academic Counselor and Evaluator for B.Ed., M.Ed. M.A. (Edu.) at IGNOU and MANUU Open University, Hyderabad.
- **Resource person for workshop:**
- Stress Management in Adolescence, at H.G.M. Azam College of Education, Pune.
- Multicultural Education for PGDSLMS students at IGNOU, Regional Centre, Pune.
- Managing Classroom for PGDSLMS students at IGNOU, Regional Centre, Pune.
- Appointed as External Observer for NET and TET exams.
- Appointed as a member on Selection Committee at Arihant College of Education, Pune.

17. Faculty recharging strategies :

- Orientation program in 2014
- Attended a week Faculty Development Program organised by Arihant College of Education and sponsored by UGC
- Completed Refresher Course in 2015
- Attended 10 days PGDHE workshop organised by IGNOU
- Attended a week NSS Orientation Program
- Access digital resources for teaching and research.

18. Student projects

Nil.

19. Awards/recognitions received at the national and international level by

Nil.

20. Seminars/Conferences/Workshops organised and the source of funding (national/international) with details of outstanding participants, if any.

NA

21. Student profile course-wise:

Academic Year UG	Applications Received	Selected		Pass percentage	
		Male	Female	Male	Female
2012-13	61		61		86.89
2013-14	62		62		77.42
2014-15					
2015-16	38		38		76.56

22. Diversity of Students:

Subject-wise data on student diversity at UG level is not available.

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

NA

24. Student progression:

Subject taught only at UG level.

25. Diversity of staff

Percentage of faculty who are graduates		
a)	Of the same parent university:	100%
b)	From other universities within the State:	Nil
c)	From other universities from other States:	Nil

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

Nil.

27. Present details about infrastructural facilities

- a) Library -Two libraries on two floors of the college
- b) Internet facilities for staff and students -In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- c) Total number of class rooms -As per centralised classroom mapping
- d) Class rooms with I.C.T. facility
- e) Students' laboratories: NA
- f) Research laboratories :NA

28. Number of students of the department getting financial assistance from College.

- Please refer to Institutional Profile Criterion No. II

29. Was any need assessment exercise undertaken before the development of new program(s)?

NA

30. Does the department obtain feedback from**Faculty :**

- Every member of the department is a member of the B.O.S. of that department. At the B.O.S. meetings for revision of syllabus, the inputs from in-house teachers are presented to and ratified by the external experts on the B.O.S.
- Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the H.O.D. and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans
- Discussion with peers on teaching methods and assignments.

Students:

- We have a Feedback software developed Mrs. Ashwini Kulkarni (Department of Computer Science). Feedback on staff, curriculum, and teaching-learning-evaluation is taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis and needful actions.

Alumni:

- Our Alumni are part of our B.O.S. As such, they bring to us valuable inputs based on their experiences in the outside world.
- No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

31. List the distinguished alumni of the department (maximum 10)

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Year	Type of program	Name of Experts
2012-13	Guest lecture (T.Y.B.A.) on Continuous Comprehensive Evaluation. Visit to Darshan Museum (F.Y.B.A.) Visit to SCERT (S.Y.B.A)	Dr. Gargee Mitra
2013-14	Orientation on TTC (F.Y.B.A.)	Neha Sawant
	Visit to special schools for MR and Gifted children. (S.Y.B.A) Orientation on Gandhian Fellowship (T.Y.B.A.)	Anand Moharir
2014-15	Screening of movie (F.Y.B.A.) Visit to Dyan Prabodini (S.Y.B.A) Guest lecture on Research Proposal (S.Y.B.A.)	Neeta Panchmukh
2015-16	Workshop on Life-skill education (F.Y.B.A.) Guest lecture on Concept Mapping (S.Y.B.A) Visit to Dr. Anbedkar Museum (T.Y.B.A.)	Sunanda Roy Dr. Gargee Mitra

33. List the teaching methods adopted by the faculty for different programmes.

Group discussion, project methods, technology-based teaching, research-based teaching, field visits, presentations, visits to special schools and museums, online free courses and career exhibitions.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- Continuous evaluation is done according to the objectives of the program.
- One of the objectives of F.Y.B.A. syllabus is to acquaint students with the ICT in education; project is given on the role of newspaper, TV, cinema and internet in education.
- S.Y.B.A syllabus focuses on educational technology, so students are given projects on online courses.
- T.Y.B.A. syllabus focuses on education for the marginalised, so students study various castes, tribes and their educational provisions.

35. Highlight the participation of students and faculty in extension activities.

Every year teachers and students help in Social service at various institutions as per their requirements. Six S.Y.B.A. Education students completed an internship of one month with the Teach for India Program. They visited PMC schools and conducted a survey on teaching and evaluation system in schools. The following girls contributed: Monica, Priti, Devodita, Subhpriya, Olivia and Afrin.

36. Give details of “beyond syllabus scholarly activities” of the department.

Presented papers at State and National level seminars and workshops :

Sr. No.	Name Of Faculty	National Journals	Inter Journals	Monographs/ Proceedings	Chapters in Books/ Books Edited
1	Hasina Shaikh	ISSN 2278-8808	An International Scholarly Research Journal for Inter-disciplinary Studies (Online)	45 th National Conference of IATE on Experiences and Challenges in Teacher Education (Dec. 28 – 30, 2011)	Distance mode Quality Concerns of Teacher Training through
2	Hasina Shaikh			Seminar Sponsored by Indian Council of Social Science Research, New Delhi. Organised by MIT-B Educational College Pune. (6 th April 2013)	Reorganising Teachers through a Personality Development Programme.
3	Hasina Shaikh	ISBN:978-93-82960-05-4		State Level Conference Proceedings. Organised by Tilak College of Education. Pune (6 th October 2012) published on 23 rd Jan 2014	Pg. no.197 Attitude of Teachers Towards Multicultural Education
4	Hasina Shaikh	ISSN 2278-8808	An International Scholarly Research Journal for Inter-disciplinary Studies	National Level Conference Organised by Arihant College of Education, Pune. (18, 19 Jan 2014)	Gender Budgeting And Women’s Education.
5	Hasina Shaikh	ISBN 97 8132 9971592		National Conference on Language Across Curriculum organised by H.G.M. Azam College of Education, Pune. (4 th and 5 th March 2016)	Diversity in Classrooms.

37. State whether the programme/department is accredited/graded by other agencies. Give details.

NA

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strength:

- Application-based syllabus, new trends in education, bi-lingualism creates a base for the B.Ed. course. Mind maps are usually helpful in other subjects.

Weakness:

- It is a one-man department.

Opportunities:

- Certificate courses in teaching skills, working with the underprivileged, and tie-ups with schools.

Challenges:

- Lack of staff to keep track of alumni.

39. Future plans of the department.

Work with underprivileged children.



Department of English

1. Name of the Department & its year of establishment

English -1962; English (Special)-1988; PG–2002

2. Names of Programmes/Courses offered UG, PG, M.Phil., Ph.D., Integrated Masters Integrated Ph.D., etc) - UG / UG-PG

3. Interdisciplinary courses and departments involved

English Courses (Special and Optional) are offered to students of the S.Y.B.Com class as an option to Business Communication

4. Annual/semester/choice based credit system Semester–Choice Based Credit System with Grading

5. Participation of the department in the courses offered by other departments
Snober Sataravala – Invited by the B.B.A. Department to deliver a lecture on ‘Interview Skills’

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Asst. Professors)

	Sanctioned	Filled
Professors	-	-
Assistant Professors	01	01
Associate Professors	03	03

7. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualifications	Designation	Specialisation	No. of years
Dr. Mohini Khot (Retired – 2015)	M.A., Ph D	Associate Professor	Drama Fiction	35 years
Madhuchhanda Banerjee	M.A., M.Phil	Associate Professor	Poetry Linguistics	35 years
Dr. Snober Sataravala	M.A., Ph.D	Assistant Professor	Fiction Literary Theory and Criticism	17 years
Purnima Kulkarni (Resigned – 2015)	M.A., M.Phil	Assistant Professor	Poetry Drama	09 years
Suhaile Azavedo	M.A., Ph.D (Registered)	Assistant Professor	Drama American Literature	09 years

Komal Tujare	M.A.	Assistant Professor (Temporary)	Culture Studies Translation Studies	Less than one year
Roma Dar	M.A.	Temporary	Fiction British Literature	Less than one year

8. Percentage of classes taken by temporary faculty – programme-wise information

UG-31.5%

PG-50%

9. Programme-wise Student Teacher Ratio –

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A./B.COM	148	2	1: 74
	S.Y.B.A. SP	64	2	1:32
	S.Y.B.A. Gen	87	2	1:43
	T.Y.B.A. SP	60	2	1: 30
	T.Y.B.A. Gen	62	2	1:31
2013-2014	F.Y.B.A.	214	2	1: 107
	S.Y.B.A. SP	43	2	1:22
	S.Y.B.A. Gen	75	2	1:37
	T.Y.B.A. SP	52	2	1:26
	T.Y.B.A. Gen	73	2	1:36
2014-2015	F.Y.B.A.	233	2	1:116
	S.Y.B.A. SP	33	2	1:17
	S.Y.B.A. Gen	54	2	1:27
	T.Y.B.A. SP	31	2	1:16
	T.Y.B.A. Gen	44	2	1:22
2015-2016	F.Y.B.A.	242	2	1:121
	S.Y.B.A. SP	69	2	1:35
	S.Y.B.A. Gen	142	2	1:71
	T.Y.B.A. SP	20	2	1:10
	T.Y.B.A. Gen	80	2	1:40

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled -

According to the overall Government staffing pattern.

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

One has applied – Sanction not received as yet.

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; Total grants received

Nil

13. Research facility

N.A.

14. Publications:

Sr. No.	Name Of Faculty	Inter National Journals	National Journals	Mono-graphs/ Proceed-ings	Chap-ters in Books/ Books Edited	Books	Ci-tation In-dex	To-tal
1.	Dr. Mohini Khot	02	06	04 – Con-ference Proceed-ings	03	02	-	17
2.	Madhuchhanda Banerjee	-	-	02	-	-	-	02
3.	Snober Satara-vala	03	02		01		01	07
4.	Purnima Kulkar-ni	04	02					06
5.	Suhaile Azavedo	-	-	-	01	-	-	01
					Total			33

15. Details of patents and income generated

N.A.

16. Areas of consultancy and income generated**A. Resource persons:**

- A NAAC Sponsored National Conference, ‘Best Practices of Quality Enhancement in Higher Education Institutions’ at S.P.Sanstha’s Arts, Science and Commerce Col-lege, Sangamner, in August 2012.
- A NAAC Sponsored State Level Conference, ‘Autonomy to Colleges and Role of IQAC’ at Fergusson College in September 2013.
- A NAAC Sponsored National Seminar on ‘Innovative Techniques in Teaching, Learning and Evaluation’ at BPHE Society’s Ahmednagar College, Ahmednagar in February 2014.
- Extrenal Expert on IQAC of Fergusson College; Honorary Position

B. Post Graduate Teaching

- Recognised as a Post Graduate Teacher at Savitribai Phule Pune University since 1986.
St. Mira’s College for Girls

- Taught M.A. classes at Dept. of English, Savitribai Phule Pune University from in 2012-13.
- Invited to deliver Guest Lecture on Modernism and Impressionism to the Ph.D. research group at Symbiosis International University on 18th November 2013 and on Feminism on 20th February 2015.

C. Curriculum Design, Paper Setting and Examinership

- Designed literature paper entitled ‘The Politics of Difference’ for Symbiosis School for Liberal Arts, Pune in the academic year 2015-16. Also taught the paper from January to April 2016.
- Designed paper on ‘Shakespeare and his Contemporaries’ for Symbiosis School for Liberal Arts, Pune in the academic year 2015-16. Also taught part of the paper from August to October 2015.
- Appointed Chairman of Committee for Ph.D. viva voce by Dept. of English, Savitribai Phule Pune University in 2014. (27th August, 2013).
- Appointed Examiner of Ph.D. thesis by APS University, Rewa, M.P. in 2013.

D. Research Guidance

- Recognized as Ph.D. and M.Phil. Guide in 2012.

E. Subject Expert

- Member, Board of Studies (English) at Symbiosis College of Arts and Commerce in 2016.
- Invited to join the panel of the Ph.D. Selection Committee at the Dept. of English, Savitribai Phule Pune University in January 2013.
- Invited as Subject Expert for interviewing candidates at BJS College (8 July 2016) and Symbiosis College (24 June 2015 and 11th July 2012).
- Invited as Subject Expert for interviewing candidates for the post of Assistant Professor in English at Shri Wagheshwar College, Shirur in May, 2016.
- Contributed for talks at the All-India Radio Station, Pune in 2013 and 2014.

17. Faculty recharging strategies –

Ms. Madhuchhanda Banerjee

- Attended a 5-day workshop on ‘Innovations and Best Practices in Autonomous Colleges’ organised by the National University for Education, Planning and Administration (NUEPA)–Department of Higher and Professional Education, New Delhi in December 2013.

Ms. Snober Sataravala:

- Radio presentation on All India Radio 21st March 2012.

Seminars attended:

- International conference on ‘Information and Communication for Development-Reach, Impact, Opportunités and Challenges’, 5-6th October, 2012, NES Ratnam College of Art, Science and Commerce, Mumbai.

- National Seminar on ‘Mapping Human Rights: Issues and Challenges’ 2nd March 2012, St Mira’s College-Pune.
- International conference on English Language and Literary Studies- 9-10 March 2012, Hans Raj Mahila MahaVidyalaya- Jalandar.
- National Seminar on The Theatre of Mahesh Dattani- 9th Feb 2013- St Mira’s College-Pune.
- National conference on ‘Cultural Studies: Explorations into the Forms of Power’ 26-27 March 2015, NowrosjeeWadia College- Pune.
- National seminar on ‘Interdisciplinary Approach to Research and Teaching in Social Sciences’ 4th February 2015, St Mira’s College, Pune.
- Symposium on ‘The Feminine Frontier’ 7th February 2015, St Mira’s, Pune.
- International Colloquium on Translation Studies- Savitribai Phule Pune University.
- 4th International Conference on Inter-disciplinary Social Science Conference- 4th-6th July 2016 Newnham College-Cambridge.

Ms. Suhaile Azavedo:

- Attended a Workshop ‘An Introduction to Stanislavsky’s Playing Physical Actions’ organised by the The London Academy of Music and Dramatic Art in 2012.
- Attended a National Seminar ‘The Theatre Of Mahesh Dattani’ organised by St. Mira’s College and the S.P.P.U. in 2012-13
- Attended a State Level Seminar ‘The Politics of Power’ organised by St. Mira’s College in 2013-14
- Attended a National Level Seminar ‘Interdisciplinary Approach to Research and Teaching in Social Sciences’ organised by the UGC and SPPU in 2014-15
- Completed two online courses, The Modern and the Postmodern, and The Ancient Greeks, conducted by Wesleyan University, USA on Coursera

Ms. Komal Tujare and Ms. Roma Dar:

- Attended a State Level Seminar ‘The Politics of Power’ organised by St. Mira’s College in 2013-14
- Attended and presented a paper at the International Colloquium on Translation Studies at the Savitribai Phule Pune University.
- Attended a Symposium on ‘The Feminine Frontier’ at St. Mira’s College.

18. Student projects-

Sr. No.	Name of Faculty	Class	Title of Project	% age of Students Involved
1.	Dr. Snober Sataravala	T.Y. B.A. (S-4)	<ul style="list-style-type: none"> Marxist analysis of Charlie Chaplin's Modern Times Watch and critically comment on Claude Alvarez's lecture on Academic Imperialism Do you agree with Shashi Tharoor's speech at Oxford that India should be given reparation by Britain 	100%
		S.Y. B.A. (Comp. Eng.)	<ul style="list-style-type: none"> Watch Rashomon by Akira Kurosawa and describe the various points of view 	100%
		S.Y. G2	<ul style="list-style-type: none"> Write your epic journey from school to college, describe the various monsters you encounter, fight and defeat and the treasure you find at the end. 	100%
		T.Y. S4	<ul style="list-style-type: none"> Watch the Rite of Spring by Stravinsky and discuss it as a hallmark of modernism 	100%
		T.Y. G3	<ul style="list-style-type: none"> Do you feel Shylock is a victim or a tragic hero? 	100%
		S.Y. MM	<ul style="list-style-type: none"> Write a paragraph introducing yourself, your dreams and your passions 	100%
2.	Ms. Suhaile Azavedo	F.Y. B.A. and F.Y. B.Com. Opt. Eng	<ul style="list-style-type: none"> Research and Write on partitions other than the Partition of India: Title: Partition Narratives Recognizing the Human Tragedy 	100%

		F.Y. B.Com CENG	<ul style="list-style-type: none"> Research and Write on what immortal love is. Title: Understanding Immortal Love: Legendary Tales from History, Mythology or Literature 	100%
		S.Y. B.A. S1	<ul style="list-style-type: none"> Research and write about any aspect of 4th Century Greek life that fascinates you and brings out its 'golden age' Title: Insight to the Art, History or Culture in the Golden Age of Ancient Greece 	100%

19. Awards/recognitions received at the national and international level by

- Faculty – Mrs. Madhuchhanda Banerjee: 'Dr. Sarvapalli Radhakrishnan Ideal Teacher Award,' in 2015
- Doctoral/post doctoral fellows
- Students - Freny Daruwalla

20. Seminars/ Conferences/Workshops organised and the source of funding (national/international) with details of outstanding participants, if any.

Year	Name of Seminar/ Workshop/ Conference	Source of Funding	Amount Received
March 2013			
(National Seminar)	'The Theatre Of Mahesh Dattani'	UGC	1,12,500

- Our Resource Persons have also participated in the above mentioned Seminars. Name of Seminar (Year): 'The Theatre Of Mahesh Dattani' (2013).

Outstanding Resource Persons:

- Mahesh Dattani, renowned Indian playwright, prescribed for S.P.P.U., M.A. syllabus.
- Dr. Raj Rao, Head of the Department of English, S.P.P.U.
- Dr Angelie Multani, Assistant Professor, IIT, Delhi.
- Prasad Vanarase, FLAME University, Pune.
- Lillette Dubey, Performing Artist.

21. Student profile course-wise:

Academic Year (UG)	Applications Received		Selected				Pass percentage				
	Male	Female	Male	Female	Male	Female	Male	Female			
	Comp Eng	Opt Eng	Eng Spl	-	Comp Eng	Opt Eng	Eng Spl	-	Comp Eng	Opt Eng	Eng Spl

2012-13	114	20	9	-	114	20	9	-	93.86	95.00	88.89
2013-14	96	19	7	-	96	19	7	-	94.79	100	85.72
2014-15	116	26	17	-	116	26	17	-	88.79	84.62	82.36
2015-16	129	46	34	-	129	46	34	-	96.13	86.96	82.36

22. Diversity of Students

Subject-wise data on student diversity at UG level is not available.

Academic Year	% of Students from the College	% of Students from the State		% of Students from other State		% of Students from other Countries
		Part I	Part II	Part I	Part II	
(PG)						
2012-13		41.37	68.42	68.42	31.57	-
2013-14		0	30.76	0	69.23	-
2014-15		40.90	0	59.09	0	-
2015-16		42.85	25	57.14	75	-

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Nil

24. Student progression

Student Progression Percentage against enrolled

UG to PG 20%

PG to M.Phil NA

PG to Ph.D NA

Ph.D to Post-Doctoral NA

25. Diversity of staff

Percentage of faculty who are graduates of the same parent university	100%
From other universities within the State	-
Universities from other States	-

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.—

One

27. Present details about infrastructural facilities

a) Library -Two libraries on two floors of the college

- b) Internet facilities for staff and students-In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- c) Total number of class rooms-As per centralised classroom mapping
- d) Class rooms with ICT facility
- e) Students' laboratories
- f) Research laboratories

28. Number of students of the department getting financial assistance from College –

- **Please refer to Institutional Profile Criterion No. II**

29. Was any need assessment exercise undertaken before the development of new program(s)?

NA

30. Does the department obtain feedback from

Faculty:

- Every member of the department is a member of the BOS of that department. At the BOS meetings for revision of syllabus, the inputs from in-house teachers are presented to and ratified by the external experts on the BOS.
- Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the H.O.D. and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans
- On a regular basis there are department meetings and brainstorming sessions to discuss creative ways of teaching and evaluation.
- Discussion with peers on teaching methods and assignments.

Students:

- We have a feedback software developed Mrs. Ashwini Kulkarni (Dept. of Computer Science. Feedback on staff, curriculum, teaching–learning- evaluation are taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis and needful actions.

Alumni:

- Our alumni are part of our BOS. As such they bring to us valuable inputs based on their experiences in the outside world.
- No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

31. List the distinguished alumni of the department (maximum 10)

- Sameera Moledina-Editor at Femina

- Reshma Arora-Human Resource Professional
- Jasmine Bharucha-Training Executive
- Deepa Chandran-Human Resource Executive
- Madhumita Barthwal-Teaching Faculty, University of Agra
- Shaheen Patel-Teaching Faculty, Abeda Inamdar College, Pune
- Suparna Chakravarty-Executive at Amazon
- Aanchal Sethi-Pursuing M.A. in Travel and Tourism, Sheffield University, United Kingdom
- Khyati Khoda- Second in M.A. (English) at the Department of English, S.P.P.U.
- Sushmita Jha - Journalist for Sakal Group of Newspapers

32. Give details of student enrichment programmes (special lectures/ workshops/ seminar) with external experts.

Year	Title/Type of Programme	Name of person(s) (External)
2012-13	Book Club – Works of Jhumpa Lahiri	Prof. Deepali Lodh – Modern College, Pune
2012-13	Workshop on ‘How to Write Poetry’	Tsippy Levin Byron- Israeli poet
2012-13	Special Lecture on ‘How to Give Back to Society’	Radhika Dalvi – Founder of the orphanage ‘Arun Ashray’
2012-13	Dance Workshop – Ways to Cope with Stress and Build Confidence	Conducted by the internationally acclaimed ‘Shiamak Davar’s School of Dance
2012-13	A workshop entitled ‘Crafting Personal Narratives’ in collaboration with the British Council Library	Innuva Ellams – Nigerian British writer –actor; Performance of play ‘The Fourteenth Tale’
2012-13	Talk on ‘Life and Literature’	Randhir Khare – Writer of international acclaim
2013-14	Lecture Series on various topics: a) Selection of careers b) Women in the workplace a) c) Cancer Awareness b) d) Stage Presence and Movement	a) Aditya Kriplani – ad man, novelist, music composer and singer b) Sunita Shetty – Marketing Manager of SAS c) Zia Chaney – cancer survivor and marathon runner d) Renu Giddoomal – UK based musical artiste
2013-14	Guest lecture on ‘Impression of India in <i>A Passage to India</i> ’	Dr. G. K. Das-Vice Chancellor of Odisha University
2013-14	Talk on ‘Stage and Production Management of a Shakespearean play’	Ms Daisy Gladstone -Stage Manager of the Royal Shakespeare Company at Stratford-on-Avon in England

2013-14	Book Club – ‘Evergreen Popularity of Jane Austen’s <i>Pride and Prejudice</i> ’	Dr. Chitra Sreedharan – Fergusson College, Pune
2013-14	Hosted the Inter- College E-waste programme ‘ Re-thinking E-waste’	In collaboration with ‘Swach’ and the PMC
2013-14	Book Club- talk on ‘Sind – Stories from a Vanished Homeland’	Saaz Agarwal – Pune based writer
2015-16	Workshop on Academic Writing and Research Methodology	Conducted by Dr. Prabha Sampath – Shakespeare Scholar from the Shakespeare Academy at Stratford upon Avon
2015-16	Poetry Slam Workshop	Conducted by Priyanka Menon and Apurv Inamdar – two core members of the Pune Poetry Slam

33. List the teaching methods adopted by the faculty for different programmes.

- Interactive Lecture method
- Core of our methodology: Play reading, role play, poetry recitation and students’ presentations are part of our teaching-learning system.
- We have had guest speakers address our students on curriculum-related topics as well as on topics of general interest. We also conduct an annual Lecture Series and Master Class sessions open to English students of all colleges, wherein we invite experts to share their valuable knowledge.
- Apart from lectures by experts we also conduct peer lectures where students share their learning with other students of the English department and also with students of other departments.
- Use of audio-visual aids, be it PowerPoint presentations/videos or movies, has been central to the teaching methodology of the English Department. The audio-visual room and now the projector in the MA class room is extensively used for this purpose.
- It is our practice to screen as many film adaptations of prescribed literature texts as possible. We have also shown films on related themes and perspectives.
- The language laboratory is used extensively to supplement classroom teaching , especially for students who come from regional mediums; the language laboratory has gone a long way in honing the communicative skills of the students.
- Group discussions.
- Recommendations to students on specific areas from study resources, videos that are available online, e-magazines, educational CDs with follow up lecture sessions.
- Remedial teaching sessions for slow learners & special assignments for advanced learners.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- Lesson plans based on programme objectives are framed and followed up regularly.
- The implementation of programme objectives and achievement of learning outcomes are constantly monitored through monthly department meetings
- Learning outcomes are monitored through regular internal assessments, class activities and interactive class discussions.

35. Highlight the participation of students and faculty in extension activities.

Students:

Under the guidance of Ms. Snober Sataravala students of the department are actively volunteering at an NGO called RESQ. Activities range from vaccinating stray dogs for Rabies, sterilising them to control the population of stray dogs and a mobile ambulance that treats wounded animals on the spot. They also have a first aid training programme. From being an SYBA activity it grew to include the whole college.

Faculty:

- Dr. Mohini Khot is Member of National Society for Clean Cities – involved in protection of the environment and voter registration, and actively involved in promoting the Green Development Plan for Pune. Participated in the Climate Reality Leadership Project conducted by Al Gore in New Delhi from 22nd to 24th February 2015.
- Ms. Snober Sataravala converted the poem The Lorax into a play in Marathi with song and dance; this play was performed by the students of the department at a rural school in Bhor to bring about awareness regarding the environment.
- Every member of the department who is a class counsellor gets the opportunity to extend her services along with the students of her class to a deserving institution like an orphanage, an old home, or an organisation that caters to the less privileged as part of her class activity.

36. Give details of ‘beyond syllabus scholarly activities’ of the department.

- Dr. Mohini Khot:

A. Books Published: Academic

1. The Theatre of Mahesh Dattani: Dr.Mohini Khot (Jaipur: Aadi Publications, 2015) ISBN: 978-93-82630-63-0

B. Articles in Journals

1. The Process of Marginalization of Roy’s Ammu and Sidhwa’s Ayah in International Journal of Innovative Knowledge Concept Vol. I Issue 3 (September 2015) pp. 54 – 58. ISSN no: 2454-2415.
2. Role Playing in King Lear in the international Journal of Literature Studies (July 2015). Pp 82 – 88. ISSN no.: HARENG00903

3. A Feminist Reading of the Proviso-Scene in *The Way of the World* in the International Journal of Drama Studies Vol. 9 No. 1 (January 2015) pp.64 – 71. ISSN no.: 0975-1696.
4. A Feminist Reading of the Proviso- Scene in *The Way of the World*” was reproduced in *Yashashri: International Journal of English Language and Literature (Special Issue on Drama)* Vol. VII, Issue no. 2 & 3 (July and October 2014) pp. 35 – 40. ISSN: 2319-5851.
5. Symbolism and Foreshadowing in Bapsi Sidhwa’s *Ice-Candy-Man* in *Asian Quarterly: An International Journal of Contemporary Issues* Vol. 12 Issue no. 1. (May 2014) Pp. 31 – 40. ISSN No. : 2229-581X.
6. Four Queens without a Kingdom in *The Journal of Higher Education and Research Society (JHERS)*, Vol. 1, Issue 1. (October 2013) ISSN No.2321-9432

C. Articles in Books:

1. **Game, Set and Match:** The Use of Play in *Bravely Fought the Queen* in *The Theatre of Mahesh Dattani*. Ed. Mohini Khot. Jaipur: Aadi Publications, 2015. Pp 44 – 56. ISBN: 978-93-82630-63-0.
2. **Sakal Times :**
 - a) Magical Kaas (September 2013),
 - b) Aesthetic Vienna (November 2013)
 - c) In Shakespeare Country (27 April 2014)

D. Seminar Presentations – International (5 Presentations + 1 Chairmanship + 2 Participations)

1. The Process of Marginalization of Roy’s Ammu and Sidhwa’s Ayah. Presented at International Conference on Marginalisation organised by BharatiVidyapeeth on 13th and 14th February 2013 at BharatiVidyapeeth, Pune.
2. Four Queens without a Kingdom: Images of the Subaltern in Dattani’s *Bravely Fought the Queen*. Presented at International Conference on South Asian Literature and Culture organised by The Higher Education and Research Society, Navi Mumbai on 6th and 7th September 2013 at Balewadi, Pune.
3. The Subaltern as God: A Study of Velutha’s Attempts to Transcend the Boundaries of Caste. Presented at the International Conference on Information and Communication for Development – Reach, Impact, Opportunities and Challenges organised by NES Ratnam College, Mumbai on 5th and 6th October 2012.
4. Interculturality organised by Symbiosis College of Arts and Commerce and Institute of Intercultural Communication, Hildesheim University, Germany on 10th and 11th September. 2012
5. *Game, Set and Match: The Use of Play in Bravely Fought the Queen* in National Seminar on *The Theatre of Mahesh Dattani* organised by St. Mira’s College, Pune on 9th February 2013.
6. Role Playing in *King Lear* Presented at seminar on *King Lear* organised by English Language Teaching Institute, Symbiosis on 6th January 2015.

7. Power in the Elizabethan Age in The Politics of Power on 1st February. 2014 at St. Mira's College.

E. Workshops

1. Participated in a workshop on Crafting Personal Narratives conducted by Innua El-lams and the British Council on 4th November 2012 at St. Mira's College, Pune.
2. Participated in a workshop conducted by LAMDA (London Academy of Music and Dramatic Art) and the British Council on An Introduction to Stanislavsky's Playing Physical Actions on 3rd March 2012.

F. Propagation of Literature

1. Continues to conduct a Book Club which meets every month to discuss fiction, non-fiction, drama, poetry and films. The Book Club was founded in 2002.
2. Founder Member and member of the Advisory Panel of a literature and culture centre called Gyaan Adab, working to celebrate literature and the Arts and also to take literacy and the reading habit to disadvantaged groups.
3. Member of the Storytellers group which meets and performs every month.

Ms. Madhuchhanda Banerjee:

A. Paper Presentations:

1. Paper presented at the National Seminar on Lessons Learnt From IQAC: Moving Forward And Making A Difference organised by SDM College, Ujire, Mangalore in March 2012.
2. Presented a 'Case Study of the Best Practices at St. Mira's College' at a 5-day workshop on 'Innovations and Best Practices in Autonomous Colleges' organised by the National University for Education, Planning and Administration (NUEPA) – Department of Higher and Professional Education, New Delhi in December 2013.

B. Resource Person to colleges aspiring to acquire the autonomous status and was invited to make presentations at:

C. Radio Talks on All India Radio:

- Contributed for talks at the All-India Radio Station, Pune in 2013 and 2014.

Ms. Purnima Kulkarni:

A. Paper Presentations/Seminars:

1. Presented a paper titled 'Subaltern Consciousness in the Plays of Mahesh Dattani and Mahesh Elkunchwar'. in an International Conference on Fourth World Literature and Culture organised by Higher Education and Research Society held on the 12th and 13th September, 2014.
2. Presented a paper in an international conference on Language, Literature and Culture held on the 15th, 16th and 17th December, 2014. Her research paper was entitled 'A Feminist reading of Brecht's version of Webster's Duchess'. Her erudite paper was also published in an international called Asian Journal of English Studies.
3. Her paper titled Subalterns speak in Mahesh Elkunchwar's Holi was published in a peer-reviewed international journal entitled Contemporary Discourse.

4. Presented a paper in an international conference on Sutra to unlock India's potential organised by Sadhu Vaswani Institute of Management Studies on the 23rd and 24th of January, 2015.
5. Presented a paper entitled 'A Reconsideration of Dattani's Seven Steps around the Fire' at St. Mira's College National Seminar entitled The Theatre of Mahesh Dattani on 9th February 2013. The paper has been published.

Ms. Snober Sataravala:

A. Paper Presentations

1. Participated in an international conference on Information and Communication for Development – Reach, Impact, Opportunities and Challenges organised by Ratnam College, Mumbai on 5th and 6th October 2012. She presented a paper entitled The Hunt, the Predator and the Prey. The paper has been published.
2. Ms. Sataravala presented a paper entitled 'Mourning Raga: A Myth of Death and Resurrection' at the St. Mira's College National Seminar entitled The Theatre of Mahesh Dattani on 9th Feb 2013. The paper has been published.
3. Published a paper 'The Silenced...the Dead: Missing Voices in Coetzee's Summer-time' in the International Asian Journal of English Studies.
4. Cited by Gayatri Chakravorty Spivak in her book Readings published by Chicago University Press 2014.
5. Radio presentation on All India Radio 21st March 2012.

• **Seminars attended:**

1. International conference on 'Information and Communication for Development-Reach, Impact, Opportunitites and Challenges', 5-6th October, 2012, NES Ratnam College of Art, Science and Commerce, Mumbai.
2. National Seminar on 'Mapping Human Rights: Issues and Challenges' 2nd March 2012, St Mira's College, Pune.
3. International Conference on English Language and Literary Studies- 9-10th March 2012, Hans Raj Mahila MahaVidyalaya- Jalandar.
4. National Seminar on The Theatre of Mahesh Dattani- 9th February 2013- St Mira's College-Pune.
5. National conference on 'Çultural Studies: Explorations into the Forms of Power' 26-27th March 2015, Nowrosjee Wadia College- Pune.
6. National seminar on 'Inter-disciplinary Approach to Research and Teaching in Social Sciences' 4th February 2015, St Mira's College, Pune.
7. Symposium on 'The Feminine Frontier, 7th February 2015, St Mira's, Pune.
8. International Colloquium, on Translation Studies- Savitribai Phule Pune University.
9. 4th International Conference on Inter-disciplinary Social Science Conference- 4-6th July 2016 Newnham College-Cambridge.

Ms. Suhaile Azavedo

1. Attended a Workshop 'An Introduction to Stanislavsky's Playing Physical Actions' organised by the The London Academy of Music and Dramatic Art in 2012.

2. Attended a National Seminar ‘The Theatre Of Mahesh Dattani’ organised by St. Mira’s College and the SPPU in 2012-13.
3. Attended a State Level Seminar ‘The Politics of Power’ organised by St. Mira’s College in 2013-14.
4. Attended a National Level Seminar ‘Inter-disciplinary Approach to Research and Teaching in Social Sciences’ organised by the UGC and SPPU in 2014-15.
5. Completed two online courses, The Modern and the Postmodern, and The Ancient Greeks, conducted by Wesleyan University, USA on Coursera.

Ms. Komal Tujare and Ms. Roma Dar:

1. Attended a State Level Seminar ‘The Politics of Power’ organised by St. Mira’s College in 2013-14.
2. Attended and presented a paper at the International Colloquium on Translation Studies at the Savitribai Phule Pune University.
3. Attended a Symposium on ‘The Feminine Frontier’ at St. Mira’s College.

37. State whether the programme/ department is accredited/ graded by other agencies. Give details. –

No

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths:

- 1) Presented as the ‘star’ department of the college in the UGC-CPE report. A dynamic department that extends wholehearted and dedicated contribution to all college activities. The department has a visible role to play in all areas of corporate life - academic, administrative, co- curricular, student enrichment as well as extension activities.
- 2) Under Academic Autonomy the syllabus of the department has been designed to consider the diverse needs of a wide variety of students. Our English department is the first language department under SPPU to have devised a syllabus that caters specifically to the linguistic and communicative needs of regional medium students. Our syllabus is structured to ensure career readiness, academic proficiency and development of creativity.
- 3) The department focuses on student enrichment and interaction. The department annual seminar and literary festival brings eminent academicians to the campus and introduces students, within and outside the English department, to contemporary scholarship. Faculty members are always accessible when needed - the focus of the department being the all-round development of the students, nurturing their self-esteem, confidence and sense of social responsibility.
- 4) Remedial courses conducted for students weak in the language.
- 5) The department offers a strong graduate program, retaining many of the enrolled students to its MA programme
- 6) Faculty recognised as experts in their fields of specialisations and invited as re-

Weakness

1. Intense involvement in student enrichment programmes results in individual scholarly research taking a backseat
2. Inability to provide desired interaction with individual students due to large strength of compulsory classes
3. Not able to cultivate research acumen amongst students and bring it to its fruition through publications

Opportunities

1. To track the career paths of alumni closely so as to assess the cogency of the curriculum.
2. To introduce research concepts at the level of graduate study and to provide resources for the same.
3. To develop on line self-study resources for students.
4. To include both emerging and traditional areas of study especially in the interdisciplinary fields of Cinema studies and Communication Studies.
5. To develop placement opportunities for students.

Challenges

1. To find a balance between career readiness and creative growth - combating the menace of utilitarianism.
2. To tailor course and learning objectives for a wide spectrum of students from differing backgrounds.
3. To constantly be updated on career and research opportunities and new trends and make the same available to students.
4. To empower the girls to seize new age opportunities as opposed to traditional expectations.
5. To integrate the regional medium students with the English medium students, beneficial though it may be to have separate courses for them.

39. Future plans of the department.

To establish a Career Counselling and Placement Cell which will explore the possibilities of making available part-time opportunities and fulltime placements to outgoing graduates and post-graduates. With this in mind, the department will liaison with newspapers, content developers, media houses, advertising agencies and others to provide gainful employment to our students. Some of the immediate steps towards the same will be to provide:

- a. Orientation programmes on careers with English: Media, Communication, IT, Publishing.
- b. Guidance on resume building and how to face interviews.
- c. A soft board with ongoing placements related to English and ELLT in the Department.



Department of Hindi

1. Name of the Department and its year of establishment:

Department of Hindi, 1962

2. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.):

Undergraduate Programme in Hindi

3. Interdisciplinary courses and departments involved - F.Y.B.Com. (Hindi)

4. Annual/ semester/choice based credit system:

Credit based semester system with grading

**5. Participation of the Department in the courses offered by other departments
Invited as a guest speaker by Marathi Department for F.Y.B.A. (2015-16).**

6. Number of teaching posts sanctioned and filled

	Sanctioned	Filled
Professors	-	-
Assistant Professors	01	01
Associate Professors	-	-

7. Faculty profile with name, qualification, designation, specialization

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph. D. Students guided for the last 4 years
Dr. Shubhada S. Moghe	Ph.D. (Hindi)	Associate Professor	Hindi	14 yrs. in SNDT College, Karve Road, Junior and Senior College. 16 yrs. to date in St. Mira's College for Girls, Pune	Nil

8. Percentage of classes taken by temporary faculty:

Nil

9. Programme-wise Student Teacher Ratio

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A.	50	1	1:50
	F.Y.B.Com.	117	1	1:117

	S.Y.B.A. Gen.	32	1	1:32
	T.Y.B.A. Gen.	31	1	1:31
2013- 2014	F.Y.B.A.	41	1	1:41
	F.Y.B.Com.	132	1	1:132
	S.Y.B.A. Gen.	28	1	1:28
	T.Y.B.A. Gen.	27	1	1:27
2014- 2015	F.Y.B.A.	58	1	1:58
	F.Y.B.Com.	142	1	1:142
	S.Y.B.A. Gen.	26	1	1:26
	T.Y.B.A. Gen.	29	1	1:29
2015- 2016	F.Y.B.A.	46	1	1:46
	F.Y.B.Com.	109	1	1:109
	S.Y.B.A. Gen.	16	1	1:16
	T.Y.B.A. Gen.	19	1	1:19

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

According to the overall government staffing pattern.

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Nil.

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:

Not Applicable.

13. Research facility/Centre:

Not Applicable.

14. Publications:

Sr. No.	Name Of Faculty	Monographs/ Proceedings	Chapters in Books/Books Edited
1	Dr. Shubhada S. Moghe	07	02

15. Details of patents and income generated:

Nil

16. Areas of consultancy and income generated:

1. Poetry recitation program conducted in August 2016.
2. Chief Guest for Hindi Divas celebrations at Punjab National Bank Camp Branch on 24th September, 2015. Delivered a lecture on Hindi ka Mahatva.
3. Guest lecture for F.Y.B.A. of Marathi Department of St. Mira's College on 25th September, 2015 on the topic 'Sudhir Mogheyanchya Kavitan Madhil Prateek Yojana Anisakaratomakta.
4. Script writing, compering and proof reading services are offered on a regular basis.
5. Worked as a subject expert for major research fellowship in Hindi at S. P. College, Pune.
6. Invited as a subject expert at Poona College for selection of Assistant Professor in Hindi.

17. Faculty recharging strategies:

- Completed Faculty Development Programme in February, 2015
- Completed Basic course in Computers in May 2016.
- Attended seminars and conferences

6 National level, 2 State level Seminar, 1 State Level Workshop

(For details pl. refer to Point No 36)

18. Student projects:

Nil.

19. Awards/recognitions received at the national and international level

Nil.

20. Seminars/Conferences/Workshops organised and the source of funding (national/International) with details of outstanding participants, if any.

Nil.

21. Student profile course-wise:**Hindi General**

Academic Year (UG)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
2012-13	29	--	29	--	93.10%
2013-14	27	--	27	--	100%
2014-15	28	--	28	--	100%
2015-16	19	--	19	--	100%

22. Diversity of Students:

Subject wise data on student diversity at UG level is not available.

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Nil.

24. Student progression (PG departments):

Not applicable. Hindi is taught only at general level.

25. Diversity of staff:

Percentage of faculty who are graduates		
a)	Of the same parent university	Nil
b)	From other universities within the State	100%
c)	From other universities from other States	Nil

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

Nil.

27. Present details about infrastructural facilities.

- Library-Two Libraries spread across two floors of the college. Easy access, good books and helpful staff, as well as a Digital Library.
- Internet facilities for staff and students- In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- Total number of class rooms-As per centralised classroom mapping.
- Class rooms with ICT facility-Access to Audio-Visual Room.
- Students' laboratories -Nil.
- Research laboratories -Nil.

28. Number of students of the department getting financial assistance from College:

- Please refer to Institutional Profile Criterion No. II.

29. Was any need assessment exercise undertaken before the development of new program(s)?

NA

30. Does the department obtain feedback from

Faculty :

- Every member of the department is a member of the B.O.S. of that department. At the B.O.S. meetings for revision of syllabus, the inputs from in-house teachers are presented to and ratified by the external experts on the B.O.S.
- Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the H.O.D. and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans.

- Discussion with peers on teaching methods and assignments.

Students:

- We have a Feedback software developed by Mrs. Ashwini Kulkarni (Department of Computer Science.) Feedback on staff, curriculum, teaching-learning-evaluation is taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis and needful actions.

Alumni:

- Our Alumni are part of our B.O.S. As such they bring to us valuable inputs based on their experiences in the outside world.
- No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

31. List the distinguished alumni of the department

Shruti Marathe: Well-known actress

Savita Singh: Manager in a Bank (Handicapped Candidate)

32. Give details of student enrichment programmes (special lectures/ workshops / seminar) with external experts.

2012-13

1. Guest lecture on 'Bhasmankurand Poet Nagarjun' for T.Y.B.A. Students on 4th Sept. 2012.
2. Special lecture on 'Vigyapan' (advertisement skills) for S.Y.B.A. Students in Jan. 2012.
3. Hindi Script Writing and advertisement making competition was held for S.Y.B.A and F.Y.B.Com. Students on 15th Feb. 2013.
4. Essay writing competition on 'Hindi Bhasha ka Mahatwa' and 'Rashtrabhasha Hindi' was held on the occasion of Hindi Divas.
5. On Janmashtami, students performed incidents and stories from Krishna's life.

2013-14

1. Lecture on Copy writing of Hindi advertisements.
2. Poster competition, judged by Prof. Chavan.

2014-15

1. Lecture for Mannu Bhandari's well known Novel 'Aapka Banti'
2. Lecture on special techniques of Hindi 'Vigyapan'
3. On Janmashtami, students performed a drama on Krishna Mahima.
4. On the occasion of Hindi Divas, an Elocution competition was held on 16th September, 2014. Dr. Reva Kulkarni, Prof. Shital Jadhav, and was judged by Dr. Reva Kulkarni

2015-16

1. Lecture on 'Bankoka Patra- Vyavahar' for F.Y.B.Com.
2. Lecture on the importance of advertisement and various types of advertisements.
3. Lecture on 'Aapka Banti' and Mannu Bhandari for T.Y.B.A.
4. On Janmashtami students depicted various secrets of Krishna's life in interview form on Meera Channel.
5. Hindi Divas – Exhibition of Advertisement making competition.
6. On the same occasion different classic Hindi literature books and Hindi magazines were displayed in the library for a week. Prof. Parag Shah, Dr. Rajani Ranapise were present at the event.

2016-17

1. Lecture on 'Kahani-Vidha'.
2. Hindi Divas – Hindi poetry recitation competition on 14th Sept. 2016.
3. Hindi Advertisement making competition.
4. Lecture on Mera Pariwar by Mahadevi Varma on 20th August 2016, by Dr. Shakir Sheikh

Judged by Prof. Sunita Purohit, Prof. Swati Sarvate and Dr. Reva Kulkarni.

Every year the Department always conducts elocution, Hindi advertisement making, Hindi copy-writing of advertisements, essay writing competitions for the enrichment of students. The department students participate every year in the elocution competition in Sadhu Vaswani Mission on the occasions of Janmashtami and Guru Nanak Jayanti.

33. List the teaching methods adopted by the faculty for different programmers?:-

- Interactive Lecture method
- Group discussions
- Recommendations to students on specific areas from study resources, videos that are available online, e-magazines, educational CDs with follow up lecture sessions
- Remedial teaching sessions for slow learners and special assignments for advanced learners
- Question Answer method
- MCQs and flexi tests
- Presentations
- Projects

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Continuous Evaluation by Internal Assessments, Semester exams, students' presentations and group discussions related to subject, helps in improving communication skills, presentation skills, language skills and overall personality development of the students.

35. Highlight the participation of students and faculty in extension activities. :-

Our students are quite enthusiastic. They regularly participate in social service programs. Students visited 'Niwara' old age home and donated need-based grocery items.

36. Give details of 'beyond syllabus scholarly activities' of the department.

2012-

1. Attended the National seminar at Abasaheb Garware College. The topic was 'Shamsher Bahadur Singh Ka Rachana Sansar'.
2. An article titled 'Hindi Sahitya ke Krishna Bhakt Kavi' published in the special Diwali issue of the known Magazine 'Mukt Anandghan'

2013-

1. Attended a national seminar organised by Maharashtra Hindi Parishad and New Miraj Education Society at Miraj.

2014-

1. Presented a paper titled 'Chhayavadi Gadya' of Hindi Literature at SNTD College, Pune in a State level seminar.
2. An article titled 'Chhayavadi Gadya' published in book 'Chhayawadaur Chhayawadi Rachanakar' (ISBN No.978-9383993-06-2).
3. An article on 'Meri Ekyavana Kavitaen-Atal Bihari Vajpeyee published in 'Rashtravani' a known literary magazine in Hindi by Maharashtra Rashtrabhasha Sabha, Pune. (ISSN-2319-6785 'Rashtravani')
4. 'Nari Swadhinta Ke Aakanshi-Nirala' published in well-known literary Hindi Patrika 'Rashtravani' (ISSN-2319-6785 'Rashtravani')

2015-

1. Presented a paper on 'Mannu Bhandari Ki Kahaniyo mein Nari Vimarsh' for a two day national seminar at Poona College.
2. Wrote an article on 'Uttar Adhunikata' for a book which will be published by the Department of Hindi, S.P.P.U.
3. Attended the National Seminar at Satara and wrote an article titled 'Dalit Sahitya Mein Nari Swara' which is published in the book 'Hindi aur Marathi Sahitya mein Dalit Nari Vimarsh'. (ISBN 978-93-5067-416-1) (2015)
4. An article titled 'Mannu Bhandari ke Katha Sansar Mein Nari Vimarsh' published in book 'Hindi Katha Sahitya mein Stree Vimarsh Evam A Divasi Vimarsh' (ISBN 978-81-927093-4-5)
5. Wrote an article on 'Uttar Adhunikata' for the book which will be published soon by the Department of Hindi S.P.P.U. (2015)
6. Wrote an article titled 'Premchand ke Upanyasonmein Chitrit Kisan' for National Conference organised by Dr. Babasaheb Ambedkar Marathwada University this article will be soon published in the seminar proceedings.

7. The article 'Vaishvikaran mein Hindi ka Mahatwa' will be published soon in Rashtrawani
8. Presented a paper on 'Dalit Sahitya mein Nari Swar' for the national seminar at Satara Arts and Commerce College.
9. Participated in state level seminar at S.P. College on the subject 'Translation: Techniques and Challenges'.
10. Presented a paper on 'Premchand ke Upanyaso mein Chitrit Kisaan' at Dr. Babasaheb Ambedkar Marathwada University, in National level seminar in March 2016.
11. Presented a paper on 'Vaishvi Karn mein Hindi ka Mahatva' at a national seminar organised by 'Rashtra Bhasha Prachar Sabha', Pune.

2016-

1. Attended a state level workshop with the students of F.Y., S.Y., and T.Y.B.A. at Poona college of Arts, Science and Com. on the topic 'Unicode Prashkshan'

37. State whether the programme/ department is accredited/ graded by other agencies. Give details

No.

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

1. Skill-oriented courses
2. Student-centric activities
3. Personal mentoring
4. In spite of being a general course, exposure was given to students as a special subject
5. Various competitions and events to develop the skills of students

Weaknesses

1. No workshop/seminar conducted independently, due to being a one man department and therefore having no assistance
2. Subject is taught only at a general level
3. Less research activities

Opportunities

1. To organise inter-college competitions.
2. To introduce career-oriented short term courses in functional Hindi.

Challenges

1. To organise annual events consistently and maintaining the standard and quality of the events.
2. Heterogeneous mix of students in class.

3. Catering to students having minimum literary awareness.
4. Tracing the career paths of alumni.

39. Future plans of the department.

1. Lecture series which will create interest about Hindi literature among the students.
2. Workshop on 'Manak Vartani', which will be beneficial for students to develop their writing skills.
3. To organise inter-college competitions.
4. Spoken Hindi short term course
5. Theme-based Hindi wall magazine.



Department of History

1. **Name of the Department & its year of establishment** - Department of History ; 1962
2. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)** – Undergraduate Programme
3. **Interdisciplinary courses and departments involved** – The Department of History in association with the Department of Commerce has made the General level History course available to the First Year B.Com. students
4. **Annual/ semester/choice based credit system** – Semester – Choice Based Credit System with Grading
5. **Participation of the department in the courses offered by other departments** – Through Guest Lectures given in other departments of the college we introduce the students to an inter-disciplinary approach to the topic being discussed. Thus the students are made aware of the different approaches and perspectives on a topic through discussions. For e.g.: The Department of History invites Dr. Vaishali Joshi, an Assistant Professor from the department of Sociology to deliver a lecture on the ‘History and Evolution of Hindustani Classical Music’ to the Third year B.A. students as it is a part of their curriculum.

The faculty from the Department of History, Dr. Sandhya Pandit delivered lectures in the departments of English and Political Science on topics in their curriculum to give the students a historical background to that topic. For e.g.: ‘History of the Russian Revolution’ in the English department as the students were studying the novel ‘Animal Farm’ by George Orwell, and ‘Disintegration of U.S.S.R.’ and ‘History of World War II’ in the Department of Political Science. She also interacted with the students who participated in the NSS camp at Ambegaon, Dhamani and delivered a lecture for them on ‘Position of Women in 19th century Maharashtra’.

6. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)**

	Sanctioned	Filled
Professors	-	-
Assistant Professors	-	-
Associate Professors	01	01

7. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mrs.Radha Srinivasan (Retired)	M.A.	Associate Professor		32	-

Dr. Sandhya Pandit	M.A., Ph.D., UGC NET	Assistant Professor	Modern Indian History	04	-
--------------------	-------------------------------	------------------------	-----------------------------	----	---

8. Percentage of classes taken by temporary faculty – programme-wise information - Nil

9. Programme-wise Student Teacher Ratio

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A./B.COM	27	1	1:27
	S.Y.B.A. Gen.	1	1	1:1
	T.Y.B.A. Gen.	19	1	1:19
2013-2014	F.Y.B.A./B.COM	35	1	1:35
	S.Y.B.A. Gen.	9	1	1:9
	T.Y.B.A. Gen.	1	1	1:1
2014-2015	F.Y.B.A./B.COM	65	1	1:65
	S.Y.B.A. Gen.	17	1	1:17
	T.Y.B.A. Gen.	10	1	1:10
2015-2016	F.Y.B.A./B.COM	41	1	1:41
	S.Y.B.A.	28	1	1:28
	T.Y.B.A.	14	1	1:14

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled – As per Government’s overall staffing pattern for the college

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. - Nil

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received - Nil

13. Research facility NA

14. Publications:

Sr. No.	Name of Faculty	Proceedings	Books
1.	Dr. SandhyaPandit	01	01

15. Details of patents and income generated - NA

16. Areas of consultancy and income generated –

• Resource Person

1. Was invited as a resource person as a part of a five day national level training programme on ‘Understanding Heritage of the 20th Century - Identification-Documentation-Conservation’ conducted by the Council of Architecture and NIASA (National Institute of Advanced Studies in Architecture), Pune.

2. Member - Review Team (e-learning material) - The Maharashtra State Bureau of Textbook Production and Curriculum Research, Balbharati, Pune.
3. Also contributed to the Economics department as a judge for their Article Review Competition for 2015-2016.

17. Faculty recharging strategies – The faculty refreshes itself / the faculty refreshes themselves by attending Seminars, workshops, orientation programmes and through Faculty Development Programmes. Their interaction through the Academic Council also helps them to understand and develop inter-disciplinary approaches to their subjects. We also have access to digital resources like EBSCO host which gives access to research work in different fields.

Recent seminars attended:

i) International

- Three day Seminar organised by the Dept. of History, Savitribai Phule Pune University on Intersections: Routes and Marts in the Pre-Modern Asian World, Dec. 2013

ii) National

- Two day Seminar organised by the Dept. of History, University of Pune on Practice of History – Recent Trends, Feb. 2014
- Three day Seminar organised by the Dept. of History, Savitribai Phule Pune University on Transitions in Indian History, March 2015
- Two day Inter-Disciplinary Conference organized by the Dept. of Social Sciences, S.P. College on Exploring Contemporary Trends in Social Sciences, March 2016

18. Student projects

- percentage of students who have done in-house projects including inter-departmental - Nil
- percentage of students doing projects in collaboration with industries / institutes - Nil

19. Awards / recognitions received at the national and international level by

- Faculty - Nil
- Doctoral / post-doctoral fellows - Nil
- Students –
- Ms. Pranita Joshi – Runner Up – Rhapsody – Indian Solo in Synapse 2014 – organized by the Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Gujarat
- Ms. Rajashree Kokate – Second Prize – Marathi Poetry Presentation Competition – organized by Sachetanant Publications which had 105 participants

20. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any. - Nil

21. Student profile course-wise:

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A./B.COM	27	1	1:27
	S.Y.B.A. Gen.	1	1	1:1
	T.Y.B.A. Gen.	19	1	1:19
2013-2014	F.Y.B.A./B.COM	35	1	1:35
	S.Y.B.A. Gen.	9	1	1:9
	T.Y.B.A. Gen.	1	1	1:1
2014-2015	F.Y.B.A./B.COM	65	1	1:65
	S.Y.B.A. Gen.	17	1	1:17
	T.Y.B.A. Gen.	10	1	1:10
2015-2016	F.Y.B.A./B.COM	41	1	1:41
	S.Y.B.A.	28	1	1:28
	T.Y.B.A.	14	1	1:14

22. Diversity of Students - Subject wise data on student diversity at UG level is not available.

23. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examinations? - NA

24. Student progression - NA subject is taught at general level

Student progression	Percentage against enrolled
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA

25. Diversity of staff

Percentage of faculty who are graduates of the same parent university	100%
from other universities within the State	0%
from other universities from other States	0%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. - Nil

27. Present details about infrastructural facilities

- a) Library – Common library facility of two floors with access to books for students as well
- b) Internet facilities for staff and students – A shared computer in the cubicle between two departments and access for the staff and the students to internet in the library. We also have access in the examination cell for the staff
- c) Total number of class rooms – One class room
- d) Class rooms with ICT facility – We have access to the Audio-Visual room
- e) Students' laboratories - NA

f) Research laboratories – NA

28. Number of students of the department getting financial assistance from College. - Please refer to Institutional Profile Criterion No. II

29. Was any need assessment exercise undertaken before the development of new program? NA

30. Does the department obtain feedback from

Faculty

- Since it is a one person department, the department invites two subject experts on its BOS. At the BOS meetings for revision of syllabus, the inputs from in house teachers are presented to and ratified by the external experts on the BOS.
- The department also incorporates the suggestions given for improvement during the Academic Council meeting discussions. Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the HOD and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans.
- Discussion with peers on teaching methods and assignments.

Students

- We have a feedback software developed by Mrs. Ashwini Kulkarni (Dept. of Computer Science. Feedback on staff, curriculum, and teaching –learning - evaluation are taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members for further analysis and needful actions.
- Feedback is obtained from the students informally as well on the staff, curriculum and evaluation. The department considers this to be an important step towards improving its quality and growth and responds positively to this feedback. It therefore tries to incorporate the suggestions given by the students while revising the syllabus as this feedback focuses on the perspectives of the students to what they learnt.

Alumni and employers

The department does obtain feedback from its alumni as well especially with reference to the syllabus as it helps the department enhance the quality of the syllabus and understand the learning and comprehension levels of the students taking the course.

- Our alumni are part of our BOS. As such they bring to us valuable inputs based on their experiences in the outside world.
- No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

31. List the distinguished alumni of the department (maximum 10) –

HenashkaIsrani is pursuing a course on International Relations at the London School of Economics

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts. – Special Lectures are undertaken by in house experts as well as experts from other institutes.

Year	Title / Type of Programme	Name of External Persons
2012-13		
Special Lectures		
	‘US Elections’ and ‘Opportunities of Higher Education in US’	Guests from American Centre Library, Mumbai
	‘Growth and Development of Sanskrit Language and Literature’	Mrs. Awati
	Hindustani Classical Music	Mrs. Vaishali Joshi
Workshop		
	Classical Dances of India	Ms Varsha Seshan
	Folk Dance Programme	Academy of Indian Dances
Field Visits		
	Deccan College Museum	Curator
	Tribal Museum	
2013-14		
Special Lectures		
	Competitive Exams	Dr. Aparna Dixit
	‘The Russian Revolution of 1917’	Ms. Pramila Dasture
	‘The Communist Revolution in China’	Ms. Pramila Dasture
	‘Iran-Iraq War’	Ms. Pramila Dasture
	‘Gulf War and Terrorism, Globalisation and Human Rights’	Ms. Pramila Dasture
Field Visits		
	Deccan College Museum	
	Tribal Museum	
Workshop		
	‘Maharashtrachi Lokdhara – Folk Dances of Maharashtra’	Department of History and Marathi
	‘Jashn-e-Azadi’ – a dance drama based on patriotic songs	Delhi group at Ganesh Kala Kr-ida
2014-15		
Special Lectures		
	Social History of Indian Classical Music	Dr. Vaishali Joshi

Field Visits		
	Deccan College Museum	
	Tribal Museum	
Play		
	Importance of Peace through the events of the Cold War	S.Y.B.A. students
2015-16		
Special Lectures		
	'History and Evolution of Hindustani Classical Music'	Dr. Vaishali Joshi
	'Greek Architecture'	Architect Vaishali Latkar
Demonstrations and Exhibits		
	Demonstration of old coins to teach Numismatics	
	Display of artefacts of Pre-historic cultures, Indus Valley Civilization the Egyptian, Greek and Roman Civilizations	
Play		
	'Confucianism: a lesson in value education' - It is a value system which stresses the important values of humanity, respect to elders, importance of relationships, etc. as	T.Y.B.A. students
Documentaries Screened		
	'Discovery of Tutankhamun's Tomb'	
	'The Rosetta Stone'	
	'The Fall of the Berlin Wall'	
	'The History of the Cold War'	
	'The Birth of Israel'	
Field Visits		
	Raja Dinkar Kelkar Museum	
	Deccan College Museum of Archaeology	
	Tribal Art Museum	
2016-17		

	One day Workshop in Archaeology and History	Deccan College Post Graduate and Research Institute
Observation of Days		
	Hiroshima day	
	Independence day	
Special Lectures		
	Scientific Socialism of Karl Marx	Dr. Vaishali Joshi
Documentaries/Films Screened		
	'Discovery of Tutankhamun's Tomb'	
	'The Rosetta Stone'	
	'The French Revolution'	
	'The Scarlet Pimpernel'	
	'A Tale of Two Cities'	
	'The Day India Burned'	
Demonstrations and Exhibits		
	Display of artefacts of Prehistoric cultures and the Egyptian Civilization	

33. List the teaching methods adopted by the faculty for different programmes.

- Discussion Method - Group Discussions at the beginning of each unit
- Guest lectures are conducted to provide the students with an in-depth knowledge of the subject
- Field Visits
- Educational Tours
- Documentary and Film Screenings on the topics
- Plays on topics of interdisciplinary interest like The Cold War and Confucianism
- Teaching through practical demonstrations – for e.g. for the study of numismatics, coins were brought by the faculty and the students were taught how to use it as a source for studying history.
- Maps, artefacts and paintings of relevant civilizations
- Audio-Visual Presentations – both by the faculty and the students
- Interactive Lecture Method
- Question – Answer Method
- Project Method
- Teaching- learning aids like charts are prepared and viva-voce taken
- Remedial teaching sessions for slow learners and special assignments for advanced learners

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- The syllabus that is prepared is in line with the objectives of the programme. By using methods of Report Writing, Group discussions, Review Writing and other evaluative methods the learning outcomes are monitored. The department also undertakes remedial teaching classes for the students to help them improve their understanding of the topic. It also provides the students an opportunity to improve their internal assessment scores by conducting a retest for them.
- Field Visits to museums give the students an opportunity to see the original and primary source materials, artefacts, documents, etc. which can be used for the study of History. The students are also taken to historical sites where they get an opportunity to witness and be a part of the heritage of India. Outcome – Develops Observation skills, comprehension, application of history, outreach for research activities, increase in knowledge
- Guest Lectures enable students to get a detailed knowledge on topics like architecture, classical music, political events, etc. given by experts in the respective fields like architects, singers, etc. Outcome – understanding current events against the evolution of historical facts, discussions on contemporary issues, changes the outlook of students when they visit historical places
- Documentaries and Films -enhance the students' learning experience as it captures their attention span constructively and leaves an indelible mark on their minds. Outcome - visually boosts their interest in the subject and understanding of the topics wherein they are encouraged to review the documentaries screened. This enables them to look at the event and the way it has been picturised in a critical manner. They also get to see the contemporary social conditions and life of the people relevant to the period under study.
- Practical Demonstrations – Various objects, paintings, artefacts, maps, replicas of historical monuments, etc. are shown to the students .Outcome - It helps the students to replace the actual icons with the imagined representations they have in their minds. They get a real feel of the cultural aspects being taught in class which completely fascinates them.
- Audio-visual presentations - increases interaction among the students and results in an impactful teaching-learning experience. Students also make presentations which encourages them to read in detail on a particular topic. Outcome – It encourages research among the students and makes the classroom environment very captivating enhancing their understanding of the topics. Also gives them confidence to present before people and develops their communication skills. It encourages the students to face a crowd, prepare the topic well and answer the questions asked. This increases their involvement and interest in the subject.
- Plays – Students are encouraged to stage plays from various periods in history. A correct knowledge of the past teaches man on how to avoid past mistakes in the future. Through the events of the past, lessons on value education are given to the students. For e.g.: Two short plays were presented by the students not only of history but other departments as well on 'The Cold War' and 'Confucianism'. The former play stressed the importance of peace and non-violence in the present days

of increasing violence through terrorism. The play on Confucius's teachings taught the students the different values which everyone must inculcate in them of love and respect in this age of growing disrespect and hatred towards others. Outcome – It was conceptualized and scripted by the students themselves which encouraged their script writing skills. It showcased the talents of the students not only in acting and performance but also in narration and presentation of the entire concept.

- Group Discussions are encouraged in class wherein the students are motivated to participate and express their opinions on the topic being discussed as many students are pretty well read. Outcome – This makes them think and talk on the topic from their already existing knowledge which they share with the other students. This in turn channelises the thought process for all the students.

35. Highlight the participation of students and faculty in extension activities.

- Social Outreach - In association with 'Maher', an NGO a dance programme on Marathi Folk Culture was organized in which the children of 'Maher' presented some excellent folk dances.
- Social outreach- Mrs. Radha Srinivasan was a part of the 29th National Integration Camp organised by Nehru Bal Sangh, an NGO from Delhi. It was a week long programme in which Mrs. Srinivasan was placed in charge of the Tamil Nadu contingent. She was actively involved in preparing the participants for presenting socio-economic, political and cultural aspects of Tamil Nadu in several programmes.

36. Give details of "beyond syllabus scholarly activities" of the department.

- Publication Details: Dr. Sandhya Pandit

1. Journals (regional) -

'Medicine and the British Raj with special reference to Pune (1818-1829)', Sanshodhan Patrika, ed. Dr. Sadashiv Shivde, Akhil Maharashtra Itihaas Parishad, 2015, ISSN 2231- 4342, pp. 203-209

2. Books with ISBN numbers with details of publishers

'British Administrative Policies (1818 – 1829): Continuity and Change with special reference to Captain H. D. Robertson in the Pune District', Himalaya Publishing House, Mumbai, ISBN:978-93-5024-965-9, 2012

- Paper presented in state conference:
- Seminar Organised by the Akhil Maharashtra Itihaas Parishad at Indapur, 2–3 Nov. 2014 Paper Title: Medicine and the British Raj with special reference to Pune (1818–1829)

37. State whether the programme/ department is accredited/ graded by other agencies. Give details. - NA

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

- Youngest Doctorate Faculty

- Increasing number of students opting for the subject including Commerce students who are opting for history
- Innovative MCQs for the online exam
- In-depth knowledge given to students in spite of History being a general course

Weakness

- One man department

Opportunities:

- Encourage students for participation in heritage walks
- Apply for research projects

Challenges:

- To keep track of alumni
- Pursue research due to the heavy teaching load
- Encourage students to participate in activities beyond the curriculum and evaluation assignments

39. Future plans of the department.

1. To conduct Heritage walks to understand the rich and cultural heritage of Pune.
2. To apply for UGC projects.
3. Efforts will be taken to introduce the recent trends in history through the syllabus or other activities.
4. To conduct a skill based credit course on Tourism Management in co-ordination with the Department of Commerce. This inter-department course will help the students to get an idea of both the theoretical and practical aspect of tourism.



Department of Marathi

1. Name of the Department & its year of establishment

Department of Marathi – 1962

2. Names of Programmes / Courses offered

Under Graduate

3. Inter-disciplinary activities

- 24/7/2013 - Slogans on 'Water management' were prepared by our students in co-ordination with Sports Department, 25 slogans were selected amongst best and displayed across main area of Pune city.
- Marathi day was organized on 17th February 2014 jointly by Marathi & History Dept on the theme of 'Maharashtra chi Lokdhara'.
- 11/9/2014 Guest Lecture For F.Y. B.A. on Topic – 'Kavitevar bolu kahi' by Mrs Sadhana Kulkarni, HOD, Dept.of Political Science, St. Mira's College.
- 16/9/2014 Marathi movie Screening (Combined activity of Marathi & Education Dept.) 'Choukat raja' for F.Y.SY.T.Y.B.A. & F.Y. B.Com.
- 25/9/2015 -For the students of F.Y.B.A. – Dr. Shubhada Moghe, HOD, Dept. of Hindi, St. Mira's College for Girls gave lecture on 'Kavi Sudhir Moghe Yanchya kavitevil Pratima srushti ani sakaratmakata'.
- 8/9/2016 - Combined activity of Marathi & Education Dept.
- Workshop on 'Learning style & Study Habits' conducted for F.Y., S.Y. , T.Y.B.A.(MM) by Dr. D Tapkeer, SNTD College, Pune

4. Annual/ semester/choice based credit system - Semester – Choice Based Credit System with Grading

5. Participation of the department in the courses offered by other departments.

No

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

	Sanctioned	Filled
Professors	-	-
Assistant Professors	-	-
Associate Professors	01	01

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years Experience	No. of Ph.D. Students last 4 years
Dr. San-geeta Deshmukh	Ph.D. (Education), SET (Marathi) M.A.(Marathi) M.A. (Marathi) Subject Communication), M.Ed. B.Ed. B.A.(General) B.A. (Marathi) B.A. (English)	Asst. Prof.	Marathi & Education	15 Yrs	N.A

Faculty details of leave vacancy during FIP to be given.

Name	Qualification	Period of FIP	Leave
Ms. Sarita Darak	MA, SET(Marathi)	20/11/2014 to 24/4/2015	Same as FIP

8. Percentage of classes taken by temporary faculty – programme-wise information

Not Applicable.

9. Programme-wise Student Teacher Ratio

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.COM	49	1	1: 49
	F.Y.B.A.Gen	45	1	1:45
	S.Y.B.A. Gen	30	1	1:30
	T.Y.B.A. Gen	23	1	1: 23
2013-2014	F.Y.B.COM	63	1	1: 63
	F.Y.B.A.Gen	72	1	1:72
	S.Y.B.A. Gen	34	1	1:34
	T.Y.B.A. Gen	25	1	1:25
2014-2015	F.Y.B.COM	78	1	1:78
	F.Y.B.A.Gen	86	1	1:86
	S.Y.B.A. Gen	37	1	1:37
	T.Y.B.A. Gen	27	1	1:27
2015-2016	F.Y.B.COM	78	1	1:78

	F.Y.B.A.Gen	79	1	1:79
	S.Y.B.A. Gen	53	1	1:53
	T.Y.B.A. Gen	23	1	1:23

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled - Not Applicable

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. -NIL

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received

Nil

13. Research facility -NA

14. Publications:

- * Number of papers published in peer reviewed journals (national / International) – 3
Papers State & National Level
- * Monographs - Nil
- * Chapter(s) in Books - One
- * Editing Books – One
- * Compilation Books – Total No. 5
- * Books with ISBN numbers with details of publishers

Paper/Book/Year	Title	Publisher	ISBN No
Book (2016)	Stree Spandane	Snehvardhan Prakashan, Pune	978-93-85709-24-1
Paper (2015)	Stree Abhyasachya vividha Disha	Yashodeep Publications, Pune.	978-93-83471-87-4
Paper (2015)	Shikshan Punarvichar	Success Publications, Pune.	978-93-84916-70-1
Paper (2016)	Language Across Curriculum	Amitesh Publishers & Company, Pune.	978-1-329-97159-2

- * Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) - No
- * Citation Index – range / average - No
- * SNIP - No
- * SJR - No
- * Impact factor – range / average - No
- * h-index - No

15. Details of patents and income generated - Nil

16. Areas of consultancy and income generated – Nil**17. Faculty recharging strategies**

Place of Conference	Title of paper	Date of Presentation	Level
Rajarshi Shahu College of Education, Tathawade, Pune	Merits & Effectiveness of Role play model in class room teaching.	5/1/2012	National
BMCC College, Pune	Changing Paradigms in Education	17/11/2012 & 18/11/2012	National
Arihant College of Education, Pune	Innovation in Education for knowledge society	9/2/2013 & 10/2/2013	National
Arihant College of Education, Pune	Education for changing world	11/1/2014 & 12/1/2014	National
Modern College, Pune	Mazi Jadanghadan	26/2/2014	National
Abasaheb garware College, Pune	Bhumika palan pratimana-cha bhasha shikshanat upyog	16 & 17 January 2015	State
Appasaheb Jedhe College, Pune	Mahanagariya Sahitya : Swaroop ani vachal (Sunandayan ek shashtra prerana strot)	19/1/2015	State
Annasaheb Magar College, Pune	Marathi Sahityatil Deshiyata	30/1/2016	State
Savitribai Phule Pune University, Pune	Attended	29,30 & 31/1/2015	National

1. Orientation program
2. Orientation program NSS
3. M.A (Marathi Subject Communication) YCMOU, Nasik

18. Student projects -NIL**19. Awards / recognitions received at the national and international level by**

- Faculty – Doctoral Fellow
- Students - Nil

20. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any. - Nil

21. Student profile course-wise:

Academic Year (UG)	Applications Received	Selected	Pass percentage
		TYBA	TYBA
	In this column application received = selected column	Remove data of FY and SY. Only TY data to be given	
2012-13	27	27	96.3 %
2013-14	24	24	95.83
2014-15	27	27	96.3
2015-16	23	23	95.65

22. Diversity of Students

Academic Year (UG)	% of Students from the State	% of Students from the other State
2012-13	100%	0%
2013-14	100	0
2014-15	100	0
2015-16	100	0

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? – Not Applicable

24. Student progression – Not Applicable, subject is taught at general level

25. Diversity of staff

Percentage of faculty who are graduates	
Of the same parent university	100 %

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. – One

27. Present details about infrastructural facilities

- Library - Two libraries on the two floors of the college
- Internet facilities for staff and students - In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- Total number of class rooms - As per centralized classroom mapping
- Class rooms with ICT facility
- Students' laboratories --NA
- Research laboratories--NA

28. Number of students of the department getting financial assistance from College. Please refer to Institutional Profile Criterion No. II

29. Was any need assessment exercise undertaken before the development of new program(s)? -NA

30. Does the department obtain feedback from

Faculty :

- Every member of the department is a member of the BOS of that department. At the BOS meetings for revision of syllabus, the inputs from in house teachers are presented to and ratified by the external experts on the BOS.
- Every department has a representation in the Academic Council. Each revised syllabus is read out by the HOD and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans
- Discussion with peers on teaching methods and assignments.

Students:

- We have a Feedback software developed by Mrs. Ashwini Kulkarni (Dept. of Computer Science.) Feedback on staff, curriculum, teaching – learning - evaluation is taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis & needful actions.

Alumni:

- Our alumni are part of our BOS. As such they bring to us valuable inputs based on their experiences in the outside world.
- No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

31. List the distinguished alumni of the department (maximum 10)

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts. –

To expose students to various aspects of learning the language. Experts from different colleges have been invited for special lectures to share their expertise with students.

• Guest Lecture Series:

We organize a guest lecture periodically and students eagerly look forward to meet and interact with these subject experts. During the event students have an opportunity to listen to these guests and discuss their view point.

2012-13

1. For the students of F.Y. B.Com. - Dr. PP Ghodke, Head of Dept. of Marathi, H V Desai College of Pune gave lecture on 15 September 2012.
2. For F.Y.B.A. – Prof. Sarita Darak, Annasaheb Magar College, Pune addressed students on 7 Sept 12.
3. For S.Y.B.A. – Mangala Godbole, author directly interacted with students of SYBA on the Topic of Story Writing on 13 September 12. The concept was liked by students as they learnt story writing from the author whose books they have been studying.

4. For T.Y.B.A. – Dr. Shoba Patil , Head of Dept. of Marathi, Anna Saheb Magar College, Pune delivered lecture on 07 September 12

2013-14

1. For the students of FY BCom: Dr. P.P. Ghodke, Head of Dept. of Marathi, H V Desai College of Pune gave a lecture on ‘Arza Lekhan – swarop ani prakar’ on 10 September 2013.
2. For the students of FYBA – Dr. Mahalaxmi Morale, Dept. of Marathi, Appasaheb Jedhe College of Pune gave lecture on ‘Lalit gadhya –ek sahitya prakar’ on 10 September 2013.
3. For the students of SYBA – Prof. Ravindra Shinde, Dept. of Marathi, Maharshi Karve Education Society’s Siddhivinayak College for Girls, Pune gave lecture on ‘Aakshavani ani Doordarshan sathi Batmi lekhan’ on 13 January 2014.
4. For the students of FY BCom – Prof. Sarita Darak, Dept. of Marathi, Anna Saheb Magar College, Pune gave lecture on ‘Prashasnik Marathi’(Nivida, Ghoshana patrak, Mahiti patrak) on 20 January 2014.

2014-15

1. For SYBA – Guest Mr. Amol Machale, Sub Editor Lokmat News paper Topic – ‘Prasarmadhyamamansathi batmi lekhan’ (Vruttrapatra, Aakashwani & Doordarshan).
2. For FYBA – Guest Mrs Sadhana Kulkarni, St. Mira’s College Topic – ‘Kavitevar bolu kahi’

2015-16

- 1 For the students of SYBA : Dr. P P Ghodke, Head Dept. of Marathi, H V Desai College of Pune gave a lecture on ‘Prasar madhyame ani vruittapatrasathi batmilekhan’ on 03 September 2015.
2. For the students of TYBA – Dr. Mahalaxmi Morale, Dept. of Marathi, Appasaheb Jedhe College of Pune gave lecture on ‘Natak: –ek sahitya prakar’ on 10 September 2015.
3. For the students of FYBA – Dr. Shubhada Moghe, HoD, Dept. of Hindi, St. Mira’s College for Girls gave lecture on ‘Kavi Sudhir Moghe yanchya kavitetil pratima srushti ani sakaratmakata’ on 25 September 2015

2016-17

1. Guest lecture for SYBA on the Topic ‘Marathi Vishyacha vidyarthya rojgarachya sandhi’ by Prof. Pooja Giri, S P College Pune.
2. Workshop for FY, SY, TYBA on the topic ‘Learning style & study habits’ by Dr D Tapkeer, SNTD College, Pune.
3. Workshop for FYBA on the topic ‘Shuddhalekhanache niyam ani viramchinhe’ by Dr. M Morale, Jedhe College, Pune.

33. List the teaching methods adopted by the faculty for different programmes.

- Group discussion
- Presentation
- Narration

- Explanation
- Question – Answer
- Dramatisation.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored? –

- Students are made to give presentations (which include story narration, dramatization and elocution), orals (like poem recitation) for continuous evaluation of their development of communication skills.
- Article, poetry and script writing assignments are given to evaluate a student’s writing skills.
- Visually impaired students are provided with writers and their orals are taken to ensure everyone is on the same learning platform.

35. Highlight the participation of students and faculty in extension activities.

- Every year, the Marathi daily newspaper ‘Sakaal’ organises a social outreach program. The department is an active contributor to this cause by providing slogans which are displayed throughout Pune city.

36. Give details of “beyond syllabus scholarly activities” of the department.

- For ensuring the overall development of language in a student’s academic life, various competitions like poetry and shloka recitation, story narration, elocution, slogan writing etc are being held.
- To stimulate students’ interest, a weeklong book display was arranged wherein they could browse all Marathi book collection and explore books from various fields.
- Organisation of Marathi week celebration which includes various events like folk dance, fancy dress competition, screening of popular Marathi drama and movies, guest lecture, Marathi book exhibition.

2012-13

- Declamation Competition: On the eve of Dada J P Vaswani’s Birthday week we have conducted Declamation competition in July 2012
- Poem Recitation Competition – Poem Recitation is always liked by students and it certainly helps to build and develop recitation skills and voice modulation. The poems were selected from renowned Marathi Poets.
- Story Narration Competition– This event definitely gave students an opportunity to share stage and overcome the shortfalls within them. Renowned writers’ stories were selected.
- Poster Competition – Poster competition was held on the theme of ‘ Advertisement’.

2013-14

- Declamation Competition: Conducted on 26/7/2013 on the eve of Rev. Dada J P Vaswani birthday

- Participation in Intercollegiate Competition:
Students are prepared by the Dept. for participation in such intercollegiate competition to boost their confidence and to give them exposure. One such play reading competition was conducted by Symbiosis College on 20/7/2013.
One group of five students was prepared for the same on 'Ti Phulrani' by P L Deshpande; they were highly appreciated by the judge's panel.
- Slogan Writing Campaign: Slogans on 'Water management' were prepared by our students and 25 slogans were selected amongst best by Sakal newspaper and displayed across the main areas of Pune city.
- Essay Writing Competition: Essay writing competition was conducted on various current issues on 7/9/2013.

2014-15

- Declamation Competition :The Marathi Dept. conducted a Declamation Contest on 30th July, 2014 on the eve of Rev. Dada J. P. Vaswani's birthday.
- Essay Writing Competition on 10th September, 2014.
- Poetry Recitation Competition held on 15th September, 2014.
- Feature Writing Competition
- Feature writing competition was held on 20th January, 2015. The subject of feature writing was 'Ashi Mi...Tashi Mi'.
- Extempore Speech Competition on 24th January, 2015.

2015-16

- Declamation Competition: Conducted on 27/7/2015 on the eve of Rev. Dada J P Vaswani's birth anniversary.
- Teacher's Day:
On the occasion of Teacher's Day, senior student dress up a teachers and take up their roles, giving out lectures and teaching the students. By doing so, the students get hands-on experience and realize how it feels to be a teacher.
- Essay Writing Competition: Essay writing competition was conducted on 12/9/2015 by the department A total of 16 students participated in the competition.
- Marathi Drama Screening: Being a part of syllabus Students of TYBA were shown Marathi Natak "Ti Phulrani" by P L Deshpande at our AV Room on 12 September 2015.
- Bhartiya Sanskruti Pariksha: To develop self-confidence and personality of college students. The department took initiative and invited Swami Vivekananda Kendra, Kanyakumari, Pune Branch to conduct an examination at our college on 15 September 2015. A total of 75 students from English and Marathi Medium participated and 8 students got through.
- Elocution Competition: Held on 21 September 2015.
- Slogan Writing for Sakal Slogans on 'Physical Fitness' were prepared by our students and 10 slogans were selected amongst best and displayed across main area of Pune city organized in September 2015

- Marathi Book Exhibition in Library Organized in February 2016 Various types of literature from, encyclopedia and periodicals etc. were displayed in the Library for students. This created a positive impact on them as they discussed among themselves the content in some of the books.
- PPT Competition: The competition was held in February 2016 on various topics like pride of Marathi language, Maharashtrian culture, legends of various fields. The presentations were prepared with involvement and lot of new data was collected which was addition to their knowledge.
- Marathi Movie Screening – To pay a tribute to ‘Kusumagraj’- Natasamrat movie was screened on 6th February 2016; This movie is based on his play.

2016-17

- Declamation Competition Held in July 2016 on the eve of Rev. Dada J P Vaswani’s birth anniversary.
- Slogan Writing Competition Held in September 2016 on the theme of Traffic Rules.

37. State whether the programme/ department is accredited/ graded by other agencies. Give details. – No

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

Strength

1. Increasing strength of students.
2. Challenging and enriching syllabus as various literary forms are included.
3. Active participation of students in department activities with participation from other departments as well.

Weakness

1. One person department.

Opportunities

1. General subject to Special Subject
2. For making students aware of the career opportunities that lie ahead, orientation programs can be held.
3. Formal documentation of students project reports and submissions in form of newspaper articles, books, journals and wall magazines.

Challenges

1. One person department.
2. To maintain student strength.
3. To attract meritorious students.
4. To retain importance of language
5. To build confidence to compete.

39. Future plans of the department.

1. To conduct orientation programmes on opportunities for career.
2. To develop competency of students in communication skills.
3. Compiling and editing Text books for new syllabus.
4. Student projects / assignments to be published in the form of journal publications etc.



Department of Politics and Public Administration

1. Name of the Department & its year of establishment–

Department of Politics and Public Administration (1962)

2. Names of Programmes/Courses offered (U.G., P.G., M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) – U.G.

3. Interdisciplinary courses and departments involved–The F.Y.B.Com. students have Politics as an optional subject.

4. Annual/ semester/choice based credit system– Choice Based Credit System with grading

5. Participation of the department in the courses offered by other departments

- 2014-15 and 2015-16- The department faculty (Mrs. Sadhana Kulkarni and Ms. Veena Kenchi) was the resource person for the skill based course – ‘Human Rights’ for post graduate courses (M.A.- Sociology, Economics, English and M.Com.) in the college.

• **2015-16**

The faculty from the department has given lectures to students of other departments-

Dept. of Sociology- S.Y.B.A. - Unity in diversity: Constitutional Safeguards

Dept. of History- Std. 11th- Dalit Movement in India.

N.S.S. Dept. – Participation of Women in the Political Process of India.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Assistant Professors	1	1

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt. /Ph.D. / M. Phil., etc.)

Name	Qualification	Designation	Specialisation	No. of Years Of experience	No. of Ph.D. Students guided for the last 4 years
Mrs. Sadhana Kulkarni	M.A., M.Phil.	Associate Professor	(Retired)	35 years	Nil
Ms. Veena Kenchi	M.A., B.Ed., M.Phil., NET	Assistant Professor	Political Science- Indian Politics.	2 years	Nil

8. Percentage of classes taken by temporary faculty – programme-wise information N.A.

9. Programme-wise Student Teacher Ratio

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A./B.Com.	147	1	147 : 1
	S.Y.B.A.	33	1	33 : 1
	T.Y.B.A.	56	1	56 : 1
2013-2014	F.Y.B.A./B.Com.	168	1	168 : 1
	S.Y.B.A.	64	1	64 : 1
	T.Y.B.A.	24	1	24 : 1
2014-2015	F.Y.B.A./B.Com.	201	1	201 : 1
	S.Y.B.A.	83	1	83 : 1
	T.Y.B.A.	59	1	59 : 1
2015-2016	F.Y.B.A./B.Com.	181	1	181 : 1
	S.Y.B.A. /	85	1	85 : 1
	T.Y.B.A. /	67	1	67 : 1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled- Sanctioned and filled according to overall government staffing pattern.

11. Number of faculty with ongoing projects from a) National b) International funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. - NIL

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received - NIL

13. Research facility-NIL

14. Publications:

Sr.	Name Of Faculty	Proceedings	h/impactfactor
	Ms. Veena Kenchi	State level seminar- 1 International Conferences- 2	1

15. Details of patents and income generated-NIL

16. Areas of consultancy and income generated–The department faculty provides consultancy to various institutes in an honorary position.

Mrs. Sadhana Kulkarni-

1. Member Board of Studies (Civics and Political Science); The Maharashtra State Bureau of Textbook Production and Curriculum Research, Balbharati, Pune.
2. Academic Counsellor in Politics and Public Administration for U.G. and P.G. programmes- IGNOU.

3. Resource Person- MIT School of Government for a module on Bureaucracy in India.
4. Led the research team to study the Assembly elections in Gujarat assisted by The Center for Culture and Development, Surat.
5. Resource person- Bharatiya Vidyapeeth New Law College.
6. Invited by SNDT University, Mumbai, to train women representatives of Panchayati Raj Institutions.
7. Judged an inter-collegiate paper presentation competition organised by S.P. College, Pune.
8. Addressed volunteers of Vidyarthini Manch- H.V. Desai College, Pune on the topic- 'Why Secularism?'
9. Guest lecture- MITSOG- Democratic Decentralisation in India. (2013-14)

Ms. Veena Kenchi-

1. Coordinator- Board of Studies (Political Science); Maharashtra State Secondary and Higher Secondary Board (2013-2018)
2. Member- Review Team (e- learning material) - The Maharashtra State Bureau of Textbook Production and Curriculum Research, Balbharati, Pune (2015-16)
3. Resource person- Maharashtra Intelligence Academy (2012)
4. Member – Textbook review team for Political Science – Std. XI and XII – Maharashtra State Higher Secondary Board (2012-2014)
5. Resource Person- Maharashtra State Higher Secondary Board - Pune District level training- Junior College Teachers for the new syllabus (2013-14)
6. Also contributed to the Economics Department as a judge for their Article Review Competition for 2014-2015.

17. Faculty Recharging Strategies

Mrs. Sadhana Kulkarni

2012-13

- Participated in an International Seminar organized by the Defence and Strategic Studies, Savitribai Phule Pune University.

2013-14

- Attended the Refresher Course conducted by Savitribai Phule Pune University.

Ms. Veena Kenchi

2012-13

- State level workshop on 'New revised syllabus for Std 9th to Std 12th- Political Science'. Organised by the Maharashtra State Secondary and Higher Secondary Board. Newasa- Ahmednagar.
- One day University level workshop on the theme-'Women and Law' organized by St. Mira's College for Girls, Pune.
- One day National Seminar on the theme- 'Mapping Human Rights: Issues and Challenges' organized by St. Mira's College for Girls, Pune.

- Two Day State level Workshop on ‘Working and Processes of State Legislatures’ organized jointly by V.S. Page Sansadiya Prashikshan Kendra and Fergusson College, Pune.
- Interdisciplinary- International Seminar- ‘Revisiting Rousseau’ organized by S.P. College, Pune.

2015-16

- National Conference on Exploring Contemporary Trends in Social Sciences; organized by S. P. College, Pune.

2016-17

- Two days workshop on China’s Rise in Global Political Economy; organized by S. M. Joshi Foundation, Pune and India China Institute, Delhi.

18. Student projects- NIL

19. Awards / recognitions received at the national and international level by

Faculty –Ms. Veena Kenchi- Was felicitated by the Padmashali Shikshanutyek Sabha as recognition to educated girls in the Padmashali community. This was for inspiring parents and to encouraging young girls from the community to pursue higher education.

- Doctoral / post doctoral fellows - NIL
- Students -NIL

20. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any. NIL

21. Student profile course-wise:

Academic Year	Applications	Selected	Pass percentage
UG	Received	TY	TY
2012-13	56	56	94.55%
2013-14	24	24	100%
2014-15	59	59	96.55%
2015-16	67	67	91.04%

22. Diversity of Students- Not Applicable

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Data not available.

24. Student progression- Not Applicable (subject is taught at general level)

25. Diversity of staff Percentage of faculty who are graduates

of the same parent university	100%
from other universities within the State	NIL
from other universities from other States	NIL

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. –

Ms. Veena Kenchi was awarded her M.Phil. degree (2012)

27. Present details about infrastructural facilities

- a) Library – Two libraries on the two floors of the college.
- b) Internet facilities for staff and students – In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- c) Total number of class rooms –As per centralised classroom mapping
- d) Class rooms with ICT facility –Access to A.V.Room
- e) Students’ laboratories –Not Applicable
- f) Research laboratories –Not Applicable

28. Number of Students of the Department getting Financial Assistance from College. Please refer to Institutional Profile Criterion No. II

29. Was any need assessment exercise undertaken before the development of new program(s)? Not Applicable

30. Does the department obtain feedback from

Faculty

- Every member of the department is a member of the BOS of that department. At the BOS meetings for revision of syllabus, the inputs from in house teachers are presented to and ratified by the external experts on the BOS.
- Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the HOD and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans
- On a regular basis there are inter-department meetings and brainstorming sessions to discuss creative ways of teaching and evaluation.
- Discussion with peers on teaching methods and assignments.

Students

- We have a feedback software developed Mrs. Ashwini Kulkarni (Dept. of Computer Science). Feedback on staff, curriculum, teaching – learning - evaluation is taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the HOD for further analysis and needful action.

Alumni and employers

- Our alumni are part of our BOS. As such they bring to us valuable inputs based on their experiences in the outside world.
- No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

31. List the distinguished alumni of the department (maximum 10)

Hennashka Israni

Meeta Ramnani

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

1. The department implements the United Nation Youth of Human Rights Programme for the S.Y.B.A. students.
2. Every year students of T.Y.B.A. participate in the Bharatiya Chhatra Sansad, a national level Youth Parliament organized by MIT School of Government.

The other activities- year wise are as follows-

Student Enrichment Programmes		
Type of programme	Title	Name of the external expert
2012-13		
Guest lecture	US Elections	Ms. Swati Patel; Public Diplomacy Officer, US Consulate, Mumbai
Discussion with students	Indo- American relations	David Stephen; Cultural Advisor to the US Embassy in India
Guest lecture	Constitutional Vision of Education and the Neo-liberal Assault	Dr. Anil Sadgopal, Activist in the field of education
Rock Concert and Street Play	Women Empowerment	Members of the NGO- Lokayat
2013-14		
Guest lecture	India, US and the Middle East	Dr. Steven Cook , US expert on Middle East
Rock Concert and Street Play	Women Empowerment	Members of the NGO- Lokayat
2014-15		
Days Observed/ Celebrated	Hiroshima Day	Mr. Tanabe and Mr. Chandrashekar Rathod; Japan Foundation
	International Day of Peace	
Field Visits	Party Offices	Congress, BJP and MNS
Field Visits	Government Offices	PMC, ZP and Vidhan Bhavan
Field Visits	Newspaper offices	Sakal Times, Aajkaanand and Kesari

Field Visits	NGO	Sarhad
Field Visits	Museum	Mahatma Phule Museum
Lecture Series- Equal Opportunity Cell - “Positive Discrimination” (2014-15)		
	Dr. Ambedkar’s rationale of Positive Discrimination	Dr. Jaideo Gaikwad; MLC and scholar on Ambedkar thought
	Women and Law	Adv. Rama Sarode; Lawyer and Women Activist
	Cultural, Linguistic and Religious Diversity in India	Mr. Anwar Rajan; Social Activist
	Nomadic tribes and other marginalised sections of population in India	Adv. Pallavi Renake; Lawyer and Champion for rights of nomadic tribes
	Need and importance of Self Defence	Mr. Balkrishna Bhandari
	Constitutional provisions regarding Positive Discrimination	Mrs. Sadhana Kulkarni
2015-16		
Guest lecture	European Union	Mrs. Neha Agashe, ILS Law College, Pune
Inter- departmental lecture	Disintegration of USSR	Dr. Sandhya Pandit
Field Visits	Southern Command Museum	
Programme Attendance	Wreath Laying Ceremony	Southern Command
Documentary Screening	United Nations Youth for Human Rights	
Documentary Screening	National Emergency in India	
Documentary Screening	History of Cold War	
Audio/Video presentation	World Trade Organisation, International Monetary Fund and World Bank	

Inter-collegiate Quiz Competition	International Relations	S.P. College, Pune
Days Observed/ Celebrated	Constitution Day	Documentary Screening- 'Samvidhaan'
	Human Rights Day	
Field Visits	Dr. Ambedkar Museum, Pune	
Class presentations	FYBA- Electoral Campaigning	
	SYBA- India and countries of the world	
2016-17		
Inter- departmental lecture	Second World War	Dr. Sandhya Pandit
Inter- departmental lecture	World Politics and Environment Issues	Mrs. Varsha Nandedkar
Guest lecture	Brexit and European Union	Mrs. Neha Agashe, BVP New Law College, Pune
Documentary Screening	National Emergency in India	
Documentary Screening	Beating the bomb	
Documentary Screening	Samvidhaan	
Days Observed/ Celebrated	Hiroshima/ Nagasaki Day/ International Day of Peace	Scholar from the Japan Foundation

33. List the teaching methods adopted by the faculty for different programmes.

1. Interactive Lecture method
2. Audio- Video Presentation in class/Documentary screening
3. Presentations by students in class
4. Group discussions and debates
5. Group Projects
6. Visits to museums and places of political importance-
7. Observing/ Celebrating days
8. Implementing programmes like the United Nations' Youth for Human Rights programme.
9. Conducting surveys

10. Recommendations to students on specific areas from study resources, videos that are available online, e magazines, educational CDs with follow up lecture sessions.

11. Dictation of notes, especially in Marathi medium classes.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- Specific learning objectives are clearly stated along with the syllabus of the subject by the Board of Studies.
- Various discussions and assignments are designed to meet the objectives. For e.g. - One of the objectives of the F.Y.B.A./B.Com. syllabus is- ‘To facilitate an appreciative understanding of electoral politics and political participation’. To fulfill this objective, small groups are assigned a real, live candidate in a real campaign. They write speeches, decide the ideology, and prepare briefings for the candidates. They also create campaign material like posters, pamphlets, badges, etc. Students have done some remarkable work using research and communication theory and putting it to work in a real-world scenario.
- Different teaching methods ensure the fulfillment of objectives of the programme.

35. Highlight the participation of students and faculty in extension activities.

- Ms. Veena Kenchi actively participates in the activities of ‘Dhanwantari Dnyanpeeth’- a school for children of Beedi workers in Pune.
- She recently visited the NGO Borderless World Foundation in Kashmir, stayed and interacted with orphan girls in four homes of the NGO in Jammu, Anantnag, Birwa and Kupwara districts.

36. Give details of “beyond syllabus scholarly activities” of the department.

Students

1. 2015-16 Students of SY and TY BA have attended a seminar-cum-panel discussion on the Topic- “Gandhiji and Science, Spirituality, Development and Environment” at the Gandhi National Memorial Society.
2. Every year students participate in an inter collegiate paper presentation competition organized by the Jnana Deep Vidyapeeth, Pune

Details of the published proceedings-

Ms. Veena Kenchi-

- a) 2013-14- State level Seminar - “Federalism and Regionalism: A comparative view with focus on India”; published as proceedings in the book titled- “ Taulanik Rajyashastra: Badalte Swarupani Nave Pravah” (ISBN- 978-93-83389-41-4) The seminar was organized the Maharashtra Rajyshastra Parishad in Parbhani.
- b) 2014-15- International Interdisciplinary Conference-“Identity Politics and Violence in Maharashtra”; published as proceedings (ISBN- 978-81-926818-1-8). The conference was organized by Association of Interdisciplinary Policy Research and Action; Nagpur.
- c) 2015-16- International Conference- “Refugees and Human Rights”; published as proceedings in the book titled- “21st Century World: Present Scenario and Challenges” (ISSN- 2250-0383) Impact Factor- 0.421

37. State whether the programme/ department is accredited/ graded by other agencies. Give details. – NIL

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

1. Qualified, full-time, dedicated, enthusiastic, bilingual faculty.
2. Strong bond and high level of interaction between faculty and students
3. Interdisciplinary and experiential education

Weaknesses

1. One – person department
2. Politics is offered only as a general subject.

Opportunities

1. Organizing workshops and introducing short term credit courses.
2. Have better collaboration with government institutes as well as non- governmental organizations.
3. Developing good reference material for Marathi medium students.

Challenges

1. To decrease students' apathy towards real life politics and increase political participation.
2. Keeping track of alumni- their career path.

39. Future plans of the department.

1. Introducing short term credit courses related to Political Science.
2. Developing good reference material for Marathi medium students by translating and publishing the content.
3. Collaborations with NGOs and government institutions.



Department of Psychology

1. Name of the Department and its year of establishment:

Department of Psychology, 2002.

2. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.):

Undergraduate Programme in Psychology.

3. Inter-disciplinary courses and departments involved:

Psychology course offered to B.Com. students.

4. Annual/semester/choice based credit system:

Semester and choice-based credit system with grading.

5. Participation of the Department in the courses offered by other departments:

- Conduct personality theory lectures for Department of Business Entrepreneurship.
- Contribution to syllabus restructuring of Organisational Behavior courses.

6. Number of teaching posts sanctioned and filled(Professors/Associate Professors/Assistant Professors):

	Sanctioned	Filled
Professors	-	-
Associate Professors	1	1
Assistant Professors	-	-

7. Faculty Profile with Name, Qualification, Designation, Specialisation, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.):

Name	Qualification	Designation		No.of. Years of Experience	No.of Ph.D. Students Guided for last 4 years
Dr.Jaya Rajagopalan	Ph.D.	H.O.D-Associate Professor	Clinical Psychology	16	Nil
Ms. Madhu Gore	M.A.	Assistant Professor (2010-2016)	Clinical Psychology	6	Nil
Mrs. Hasina Shaikh	M.A., N.E.T.	Assistant Professor	Education	11	Nil
Ms.Sheena Philips	M.A., N.E.T.	Assistant Professor (2012-2014)	Clinical Psychology	2	Nil

Ms.Sharmin Palsetia	M.A.	Assistant Professor (Since June 2016)	Industrial Psychology	2	Nil
---------------------	------	---------------------------------------	-----------------------	---	-----

8. Percentage of classes taken by temporary faculty:

Not Applicable

9. Programme-wise Student Teacher Ratio:

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A./B.Com.	132	2	1:61
	S.Y.B.A.Sp.	18	1	1:18
	S.Y.B.A. Gen	50	2	1:25
	T.Y.B.A.Sp.	22	1	1:22
	T.Y.B.A. Gen	36	2	1:18
2013-2014	F.Y.B.A.	164	2	1:82
	S.Y.B.A. Sp.	18	1	1:18
	S.Y.B.A. Gen	34	2	1:17
	T.Y.B.A. Sp.	17	1	1:17
	T.Y.B.A. Gen	36	2	1:18
2014-2015	F.Y.B.A.	202	2	1:101
	S.Y.B.A. Sp.	18	1	1:18
	S.Y.B.A. Gen	54	2	1:27
	T.Y.B.A. Sp.	15	1	1:15
	T.Y.B.A. Gen	24	2	1:12
2015-2016	F.Y.B.A.	200	2	1:100
	S.Y.B.A. Sp.	24	1	1:24
	S.Y.B.A. Gen	68	2	1:34
	T.Y.B.A. Sp.	23	1	1:23
	T.Y.B.A. Gen	48	2	1:24

10. Number of academic support staff (technical) and administrative staff sanctioned and filled:

According to the overall Government staffing pattern.

11. Number of faculty with ongoing projects from a) National b) International funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Nil

12. Departmental projects funded by DST-FIST, DBT, ICSSR, etc.; total grants received:

Nil

13. Research facility/Centre:

Not Applicable

14. Publications:

Name of Faculty	National Papers	International Papers	Proceedings	Total Publications	Total Citation	H Index
Dr. Jaya Rajagopalan	0	2	4	6	2	1

15. Details of patents and income generated:

Not Applicable

16. Areas of consultancy and income generated:

- Conducted lectures for post-graduate students at Women's Studies Centre in 'Quantitative Methodology'.
- Mentoring for students of M.A. Psychology (IGNOU).

17. Faculty Recharging Strategies:

- Faculty Development Programs
 - a) Refresher Course in Information Technology–January 2013.
 - b) Faculty Development program in Social Sciences–July 2014.
 - c) Faculty Development program in Effective educational leadership–October 2015
- Memberships of Various National Bodies

Life member of Indian Association of Applied Psychology.

Life member of All India Association for Advancing Research in Obesity

18. Student Projects:

Sr. No.	Name of Project
	To study the relationship between personality type and coping strategies.
	To study the Relationship between Big Five and social networking habits.
	To study the relationship between Emotional Intelligence (E.I.) and its effect on the academic and non-academic performance in boys and girls.
	A study of Marriage Attitude Scale on married and unmarried women.
	A study of the relationship between birth order and self-esteem.
	A study of self-esteem and subjective well-being in college girls.
	A study of trust and satisfaction in interpersonal relationships.
	A study of loneliness and life satisfaction among the elderly.
	A study of trust and satisfaction with life males and females– a psychological study.
	A study of the correlation between marital attitudes and life satisfaction.

- Percentage of students doing projects in collaboration with industries/institutes:
 - a) In collaboration with Connecting- 50%
 - b) In collaboration with Art Sphere- 40%

S r. No.	Name of Project	Institution	Percentage of Students Involved
1	Exploring the experiences of volunteers visiting the burns wards	Connecting	10%
2	Volunteer retention and volunteer dropout at Connecting (NGO)	Connecting	25 %
3	Capacity building of volunteer peer educators in schools	Connecting	25%

19. Awards/recognitions received at the National and International level:

Nil.

20. Seminars/conferences/workshops organised and the source of funding (National/International) with details of outstanding participants, if any.

Year	Title of Seminar	Funding Agency	Amount Sanctioned
2012	Mapping Human rights	U.G.C.	
2014	Interdisciplinary Approaches in Teaching and Research in Social Sciences	U.G.C. and IDS, S.P.P.U.	IDS-Rs. 50,000
U.G.C.–Awaiting Sanction			

Outstanding Participants:

Refer to Point No. 20 in the Evaluative report of Department of Sociology.

21. Student Profile course-wise: Specialisation in Psychology

Year	Applications Received	Selected	Pass Percentage
2012-2013	18	18	95.45
2013-2014	15	15	100
2014-2015	17	17	100
2015-2016	23	23	100

22. Diversity of Students:

Subject-wise data on student diversity at UG level is not available. Please refer to Institutional Profile point no.

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Not Applicable

24. Student Progression:

Subject taught only at UG level.

25. Diversity of Staff:

Percentage of faculty who are graduates		
a)	Of the same parent university–	100%
b)	From other universities within the State:	Nil
c)	From other universities from other States:	Nil

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period:

Ph.D.: 1

27. Present details about infrastructural facilities:

- a) Library– Two libraries on two floors of the college
- b) Internet facilities for staff and students–In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- c) Total number of class rooms - As per centralised classroom mapping
- d) Class rooms with I.C.T. facility
- e) Students’ laboratories–Psychology Laboratory-1
- f) Research laboratories

28. Number of students of the department getting financial assistance from College:

- Please refer to Institutional Profile Criterion No. II

29. Was any need assessment exercise undertaken before the development of new program(s)?

Not Applicable.

30. Does the department obtain feedback from

- a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilise it?
 - Every member of the department is a member of the B.O.S. of that department. At the B.O.S. meetings for revision of syllabus, the inputs from in-house teachers are presented to and ratified by the external experts on the B.O.S.
 - Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the H.O.D and suggestions made by members across disciplines are evaluated and incorporated.
 - Regular feedback is obtained from faculty as they are transacting the curriculum in classroom. Those aspects which require revision or change of focus are noted and necessary revisions are made at the time of syllabus framing.
 - Teaching-learning-evaluation methods are monitored through inter-departmental and intra-departmental meetings, to encourage better subject understanding, creativity in evaluation and to address needs of diverse learners.
- b. Students on staff, curriculum as well as teaching-learning-evaluation and what is the response of the department to the same?

- A comprehensive system of feedback on staff, curriculum, and teaching-learning-evaluation from every student is obtained through feedback software. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis and needful actions.
- c. Alumni and employers on the programmes and what is the response of the department to the same?
- The Board of Studies for syllabus restructuring includes alumni and professionals from the field. Recommendations are included into the syllabus. The S.Y.B.A. curriculum which introduces specialisations in the subject was framed after taking inputs from the working professionals in the area of Psychology. The focus was on the needs of the profession. This exercise was undertaken through several meetings with professionals, and a balanced mix of pathology and positive psychology was introduced in the curriculum.

31. List the distinguished alumni of the department (maximum 10)

1. Anubha Doshi:

ABT consultant and Founder-Director of Arts sphere, an arts venue that fosters participation, engagement with the performing arts.

2. Bani Gujral:

Masters from UCL (top 3 colleges in UK), with a Doctorate in Counselling Psychology from Roehampton University which is a British Psychology Society-accredited course.

3. Asmita Pendse:

Research intern at the Max Planck Institute for Human Cognitive and Brain Sciences, Doctoral studies at the Lehigh University, Pennsylvania (USA) in Counselling Psychology.

4. Anusree Menon:

Special Educational Needs Department at an IB World School.

5. Kritika Padmanabhan:

Ranked 1st at the University Examination for B.A. Currently Soft Skills and Personality Development Trainer, Leadership Coach.

6. Taysir Moonim:

Young India Fellowship recipient.

7. Priya Agarwal:

National level shooter.

8. Sujata Srivastava:

Recruited as Lt. Colonel in the army.

32. Give details of student enrichment programmes (special lectures / workshops/ seminar) with external experts.

Year	Title/Type of Programme	Name of External Persons
2013-14	<ul style="list-style-type: none"> • Guest lecture on ‘Research Methodology’ • Visit to KEM Hospital’s Infant Testing Centre • Guest lecture on ‘Learning Disabilities’ • 5-day Counselling Skills workshop • Visit to Mukhtangan De-addiction Centre • Guest lecture on ‘Applications of Emotional Intelligence at Workplace’ 	<ul style="list-style-type: none"> • Dr. Gargi Mitra–Faculty at Abeda Inamdar College • Dr. Deshpande–Clinical Psychologist • Dr. Anjali Morris Education and Health Foundation. • Ms. Garima Gupta–Consultant Psychologist • Staff at Mukhtangan Centre • Dr. Alpana Vaidya–Faculty at Symbiosis Institute of Arts and Commerce
2014-15	<ul style="list-style-type: none"> • Guest lecture on ‘Learning Disabilities’ • Creativity Workshop • Guest lecture on Art Therapy • Guest lecture on Career guidance • Guest lecture on Psychological testing • Visit to KEM Hospital’s Infant Testing Centre • Visit to Nityanand Rehabilitation Centre 	<ul style="list-style-type: none"> • Ms. Tejaswini Pandharkar, Special Educator and Assistant Manager, and Ms. Priyanka Chadchan, Junior Supervisor at Morris Resource Centre • Dr. Chitra Sohni–Faculty at S.N.D.T.University • Ms. Anubha Doshi–DMT practitioner • Ms. Aditi Suryanarayanan–Professional at Potters Earth • Yashi Wycliffe–Industrial Psychologist • Rehabilitation Officer • Dr. Nitin Dalaya–founder
2015-16	<ul style="list-style-type: none"> • Visit to KEM Hospital’s Infant Testing Centre (TDH Centre) • Visit to Mukhtangan De-addiction Centre • Visit to Prasanna Autism Centre • Visit to Schizophrenia Awareness Association • Workshop on ‘Meditation and yoga • Guest lecture on ‘School Counselling as a Profession’ 	<ul style="list-style-type: none"> • Rehabilitation Officer–Dr. Aarti Chaudhari, Dr. Geeta Bhat–Child Psychiatrist • Staff at Mukhtangan Centre • Director of Centre • Clinical Psychologist at SAA • Ms. Swaruti Tamang–trained yoga therapist • Anushree Menon–School counselor

2016-17	<ul style="list-style-type: none"> • Workshop on ‘Yoga for Healing’ • ‘Stress Management Workshop’ 	<ul style="list-style-type: none"> • Ms. Swaruti Tamang–trained yoga practitioner • Ms. Meherina Irani–Alumnus and faculty at Wadia college.
---------	--	--

33. List the teaching methods adopted by the faculty for different programmes.

- Interactive lecture method
- Student presentations on various topics
- Group discussions
- Case study discussions/article reviews/book reviews
- Counselling skills workshops
- Role play
- Field visits to rehabilitation centers
- Projects
- Movie screenings
- Invited guest lectures

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

The program objectives are clearly specified in the curriculum. Interactions in the classroom are focused on the same. Activities and lesson plans are monitored for their relevance to the objectives stated. In the F.Y.B.A. curriculum, one of the objectives is to develop self-awareness and self-understanding by exploring their ideas, emotions, attitudes, and reactions. This is achieved by guiding students to maintain diaries over a month, focusing on making entries to improve insight into the self. Similarly the main objective of T.Y.B.A. curriculum on counseling is to understand the process of counselling. This is achieved by orienting the students to the theoretical base in class discussions combined with an experiential course in counseling skills.

Outcome of the objectives are measured through the continuous evaluation pattern, wherein diversity in assignments ensure that both the theoretical and applied perspectives of the program are delivered.

35. Highlight the participation of students and faculty in extension activities.

- Volunteers for the NGO ‘Connecting’. Under the social outreach program of the college, the Department has been actively working with Connecting NGO. Several students volunteered for the Peer Educators Program, Suicide Survivor Support Program and awareness and publicity programs.
 - Counselling services to students:
 - Intelligence and aptitude measurement
 - Counseling for emotional and behavioral problems.
- a) Administering psychological tests to students with an aim of monitoring adjustment problems.

- b) Counseling for mild adjustment difficulties as well as vocational guidance.
- c) Handling student grievances and anxieties regarding academics as well as personal issues.

36. Give details of “beyond syllabus scholarly activities” of the department.

- Ms. Jaya Rajagopalan completed her Ph.D. in the year 2014.
- Publication of papers in international journals:
 1. ‘Life skills Training – a Medium of Social Change’ Asian Quarterly-An International Journal of Contemporary Issues, 2229-581X, Feb 2013.
 2. ‘Influence of Sociocultural Pressures on Body Image Dissatisfaction’ Psychological Studies, October 2013.
- Presentation and publication of papers in National seminars:
 1. ‘Body Image Satisfaction and Self-esteem–The Role of Resilience as a Moderator’, National seminar on ‘Developing Human Potential’ by Fergusson College, February 2013.
 2. Obesity Control–Psychotherapeutic Interventions, 8th Annual National Conference, February 2013, AIAARO.
 3. ‘Role of Emotional and Social Competence in Subjective Well-Being and Adjustment in Adolescents’- State-level seminar on Youth Adjustment, December 2014
 4. ‘Body Image Dissatisfaction and Restrictive Health Practices–National seminar on Health and Well-Being, Dec 2014.
 5. Body Image Studies–Looking Beyond the Psychological Perspective–National seminar ‘Interdisciplinary approach to Research and Teaching in Social Sciences’ St. Miras College, Pune, February 2015.
- Students- Shubhpriya Pal–(Student-2015) participated in the Avishkar (2014) competition “Effect of Perceived Parenting Style on Self-esteem and Adaptability in College Girls”

37. State whether the programme/ department is accredited/ graded by other agencies. Give details. – Not applicable

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department:

Strengths

- Challenging curriculum.
- Comprehensive exposure to diverse branches of the discipline.
- In-depth guidance for research at undergraduate level focusing on critical thinking and scientific temper.
- Developing professional capabilities of students through regular interaction with various practitioners in the field and skill based workshops.
- Counselling services to the staff and students.

Weaknesses

- Permanently unaided faculty Post

Opportunities

- Scope for increased collaboration with professionals.
- Introducing modules of interdisciplinary nature into curriculum.
- Research activity to be strengthened with joint faculty-student projects
- Community based activity.
- Developing life skills training modules for students.

Challenges

- Encouraging students to take advantage of extracurricular activities beyond syllabus and assessment.
- Efforts to be made for inter-disciplinary research

39. Future plans of the department.

1. Short term courses in lay counselling and Dance Movement Therapy.
2. Collaborative faculty-student research projects and interdepartmental research.
3. Developing an in-house peer counselling team.
4. Further enhancing industry- department interfaces.
5. Starting a dedicated Career Counselling Cell, with a focus on aptitude and intelligence testing.



Department of Sociology

Evaluative Report

1. **Name of the Department & its year of establishment –**
Department of Sociology—UG—1963, PG--1996
2. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) – UG and PG**
3. **Inter-disciplinary courses and departments involved –UG certificate course on ‘Women and Development’ in collaboration with WSC, SPPU**
4. **Annual/semester/choice based credit system – semester + choice based credit system**
5. **Participation of the department in the courses offered by other departments –**
Dr. Diwakar conducts a session on ‘Basic concepts in Gender Studies’ for Psychology students (S.Y.). Dr. Joshi conducts a session on ‘History of Indian Classical Music’ for History students (T. Y.).
6. **Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)**

	Sanctioned	Filled
Professors	-	-
Associate Professors	2	2
Assistant Professors	1	1

7. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt./Ph.D./M. Phil. etc.,)**

Name	Qualification	Designation	Specialization	No. of Years	No. of Ph.D. students
Dr. Vaishali Diwakar	Ph.D	Head of Department and Associate Professor	Gender Studies, Media and Film Studies, Contemporary social theory	17 years	5 students 2 Ph.D awarded, 1, Submitted, 2 under progress
Dr. Vaishali Joshi	Ph.D	Classical sociological theory, sociology of development, sociology of Art	15 years		

Ms. Ujjwala Deshpande	M.A.	Assistant Professor	Sociology of development, Social Movements	8 years	
Ms. Manjita Kulkarni	M. A.	Assistant Professor	Sociology of Health, Social Movements	One year	

8. Percentage of classes taken by temporary faculty – programme-wise information –For M. A. the temporary faculty conducts 50% classes for PG.

9. Programme-wise Student Teacher Ratio –

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.A./B.COM	148	2	1: 74
	S.Y.B.A. SP	64	2	1:32
	S.Y.B.A. Gen	87	2	1:43
	T.Y.B.A. SP	60	2	1: 30
	T.Y.B.A. Gen	62	2	1:31
2013-2014	F.Y.B.A.	214	2	1: 107
	S.Y.B.A. SP	43	2	1:22
	S.Y.B.A. Gen	75	2	1:37
	T.Y.B.A. SP	52	2	1:26
	T.Y.B.A. Gen	73	2	1:36
2014-2015	F.Y.B.A.	233	2	1:116
	S.Y.B.A. SP	33	2	1:17
	S.Y.B.A. Gen	54	2	1:27
	T.Y.B.A. SP	31	2	1:16
	T.Y.B.A. Gen	44	2	1:22
2015-2016	F.Y.B.A.	242	2	1:121
	S.Y.B.A. SP	69	2	1:35
	S.Y.B.A. Gen	142	2	1:71
	T.Y.B.A. SP	20	2	1:10
	T.Y.B.A. Gen	80	2	1:40

10. Number of academic support staff (technical) and administrative staff: Sanctioned and filled -Nil

11. Number of faculty with ongoing projects from a) National b) International funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise. - NIL

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received – NA

13. Research facility - Nil

14. Publications:

Sr. No.	Name Of Faculty	National Journals	International Journal	Mono-graphs/Proceedings	Chapters in Books/Books Edited	Edited Books	International Database	Citation Index	h/impact factor
1	Dr. Vaishali Diwakar		1		2	1		3	1
2	Dr. Vaishali Joshi	1	1	1				-	-

15. Details of patents and income generated - N.A.

16. Areas of consultancy and income generated –

- Dr. Vaishali Diwakar is a member of the Board of Studies of the Women's Studies Centre, S.P.P.U. Area of consultancy – designing courses and making of syllabus.
- Dr. Vaishali Joshi is a Trustee and consultant to a NGO, Socio-Economic Development Trust working in Parbhani dist. Area of consultancy –Gender and social empowerment of women.

Resource person/subject expert

Dr. Vaishali Joshi

- Appointed as Subject Expert in Syllabus Revision Committee for M.A. Sociology in April 2014, TMV Pune
- Appointed as Subject Expert for selection of Asst. Prof. in Sociology in H.V. Desai College, Pune, August 2015
- Appointed as External Examiner for M.A. dissertations at WSC, SPPU, in May 2016
- Invited as Resource person to conduct a session on 'What is Ethnography' for M.Phil. and Ph.D research students at women's studies centre.

Dr. Vaishali Diwakar

- Ph.D guide at department of Sociology and Department of Women's studies
- Subject expert for M.Phil, Ph.D registration and pre-submission viva at Department of Sociology, S.P.P.U.
- Subject expert for M.Phil, Ph.D registration and pre-submission viva at Department of Women's studies, S.P.P.U.
- Member of Women's Studies BOS and actively involved in syllabus making
- Taking guest lectures for M.A. and M.Phil-Ph.D course work at Department of Women's studies, S.P.P.U.
- Appointed as External Examiner for M.A. dissertations at WSC, S.P.P.U, in May 2013, 2014, 2015
- Subject expert to evaluate research projects funded by BCUD, S.P.P.U.

17. Faculty recharging strategies –

- Dr. Diwakar and Dr. Joshi attended Refresher course conducted by Dr. Babasaheb Ambedkar Adhyasan, S.P.P.U, 5/1/2013-26/1/2013.
- Dr. Diwakar participated in FDP in social sciences and Dr. Joshi attended FDP on mind mapping
- Dr. Diwakar and Dr. Joshi hold the Post- Graduate Diploma in Women’s Studies.
- Memberships of professional bodies—Life membership of Indian Sociological Society, life membership of Indian Association of Women’s Studies (AIWS), Life membership of Marathi Samajshastra Parishad

Workshops/Seminars attended

Dr. Vaishali Joshi

- Local workshop on ‘Methodologies behind Sociological Research’ organized by Siddhivinayak College Pune, 4th February 2012

Dr. Vaishali Diwakar

- One day workshop on “Guidelines for the New syllabus of MA Sociology” by University of Pune in collaboration with Abeda Inamadar College in Oct 2013.
- National Seminar on “Urban Inequalities in India” by Shree Siddhivinayak Mahila Mahavidyalaya in Dec 2014.
- Training on Prevention of Sexual Harassment organized by Women’s Studies Centre and Savitribai Phule Pune University in April, 2015.

Ms. Manjita Kulkarni

- One-day International workshop on “ICT Education in the Era of Globalization” organized by Baburaoji Gholap College, Pune in October 2015.
- National Conference on “Social Movements: trends and directions in Contemporary India” organized by Department of Sociology, SPPU and Indian sociological society in June 2016.

Additional Courses

Dr. Vaishali Diwakar completed an online course on “Introduction to Philosophy” from University of Edinburgh, UK with 97%.

Dr. Diwakar and Dr. Joshi hold PG diploma in Women’s Studies with distinction grade from SPPU.

18. Student projects -percentage of students who have done in-house projects including inter-departmental

Sr. No.	Name of faculty	Class	Name of Project	% of students involved
1.	Vaishali Diwakar	TY	<ul style="list-style-type: none"> • Marriage preferences of young girls • Control over remote control and its significance for gender equations in family • Impact of reality shows • Why girls hesitate to marry an eligible farmer • Reality of internet for underprivileged class • Increase in the 'fad' diets among teens • Experiences of a girl child in the patriarchal world • Is it convenient to blame media for changing culture? • The changing relationship between mother in law and daughter in law from gender perspective • ATKT for SSC student • Arranged marriages • Legal provisions for women • Health awareness among college girls • Problems of women working in BPOs • Dress preferences for girl child • TV serials and gender issues 	100%

- Percentage of students doing projects in collaboration with industries / institutes

Sr. No.	Name of faculty	Class	Name of Project	% of students involved	
1	Vaishali Diwakar	SY/TY	Survey on 'Declining sex ratio in Pune'	15-20%	Women's Studies centre

2	Vaishali Joshi	SY/TY	Survey on issues faced by rag pickers	15-20%	Kagad Kaach Patra Sanghatana and women's studies centre
3	Vaishali Diwakar	SY/TY	Women's TV serial viewing practices: Comparative study across working class and middle class women		AIDWA

19. Awards / recognitions received at the National and International level

NIL

20. Seminars/Conferences/Workshops organized and the source of funding (National/ International) with details of outstanding participants, if any.

Year	Name of Seminar/ Workshop/ Conference	Source of Funding	Amount Received
2nd March, 2012	'Mapping Human Rights : Issues and Challenges'	UGC	1,25,000
4th February, 2015	'Interdisciplinary Approach to Research and Teaching in Social Sciences'.		
	UGC and IDS, SPPU	50,000	

• Our Resource Persons have also participated in the above mentioned Seminars.

1. Name of the seminar (2012): 'Mapping Human Rights : Issues and Challenges'

Names of outstanding resource persons:

- Prof. Ajay Dandekar, University of Gujrat
- Adv. Asim Sarode—Internationally acclaimed social activist

2. Name of the seminar (2015): 'Interdisciplinary Approach to Research and Teaching in Social Sciences'

Names of outstanding resource persons:

- Prof. Susie Tharu, Professor at EFLU, Hyderabad and social activist in women's issues
- Prof. Gopal Guru, JNU
- Prof. Satyanarayana, EFLU
- Dr. Ashwin Kumar, Karnataka University

21. Student profile course-wise:

Academic Year	Applications received	Selected- TY		Pass percentage- TY	
		Male	Female	Male	Female
(U G)		Male	Female	Male	Female
2012-13	193	--	193	--	89%

2013-14	174	--	174	--	97.7%
2014-15	123	--	123	--	92.6%
2015-16	98	--	98	--	96.9%

22. Diversity of Students: Subject wise data on student diversity at UG level is not available.

- Please refer to Institutional Profile point no. II

Academic (PG)	Year	% of students from the State	% of students from other State
2012-13		62.5%	37.5%
2013-14		68.9%	31.1%
2014-15		72%	28%
2015-16		57.1%	42.9%

23. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examinations? 2—GRE/TOEFL

24. Student progression

Student Progression	Percentage against enrolled
UG to PG	20%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post Doctoral	NA

25. Diversity of staff

Percentage of faculty who are graduates	
of the same parent university	67%
from other universities within the State	33%
from other universities from other States	Nil

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. - One

27. Present details about infrastructural facilities –

We have the NVIVO 9 software which aids in qualitative data analysis.

- Library - Two libraries on two floors of the college
- Internet facilities for staff and students - In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- Total number of class rooms - As per centralized classroom mapping
- Class rooms with ICT facility
- Students' laboratories --NA
- Research laboratories--NA

28. Number of students of the department getting financial assistance from College. - Please refer to Institutional Profile Criterion No. II

29. Was any need assessment exercise undertaken before the development of new program(s)? – YES.

Every year a survey of students is conducted before starting the UG course in 'Women and Development'. Group discussion was conducted with students having opted for specialization in Sociology regarding their need based requirements. Based on their feedback, the workshop on 'NGO skills' was designed with an aim to equip students with professional knowledge and skills.

They have also expressed a need for short film appreciation course which will be planned in due course.

30. Does the department obtain feedback from

a. Faculty :

- Every member of the department is a member of the BOS of that department. At the BOS meetings for revision of syllabus, the inputs from in house teachers are presented to and ratified by the external experts on the BOS.
- Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the HOD and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans
- On a regular basis there are department meetings and brainstorming sessions to discuss creative ways of teaching and evaluation.
- Discussion with peers on teaching methods and assignments.

b. Students:

- We have a feedback software developed Mrs.Ashwini Kulkarni (Dept. of Computer Science). Feedback on staff, curriculum, teaching – learning - evaluation is taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis & needful actions.
- At the department level, we do take feed-back from students at regular intervals regarding curriculum as well as teaching-learning methods. Teaching methods are assessed and changed if required. We try to incorporate their feed-back when we revise our syllabus. While developing our work-plan and departmental activities we always take cognizance of their needs. Based on their feedback about hands on experience in various professional skills in areas such as media analysis and NGOs a new course on 'Developing Sociological Imagination' was introduced at TY level.

c. Alumni:

- Our Alumni are part of our BOS. As such they bring to us valuable inputs based on their experiences in the outside world.
- No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

- We ask for regular feed-back from professionals and try to design activities accordingly. For example, we designed workshops specifically focusing on NGO Skills keeping in view the huge employment potential of the NGO sector for Sociology graduates.

The course on Media was designed as a response to suggestions made by experts of Media Studies.

- Some of our alumni directly interact with students in classroom and impart their knowledge with students and their feedback from classrooms has helped us in some ways.

31. List the distinguished alumni of the department (maximum 10)

1. Hira Adyantaya-First woman VC (TMV) in Maharashtra
2. Aparna Khude—First woman conductor in Maharashtra
3. Rakhi Gaud—Awardee of Chatrapati Shivaji award
4. Bhagyashree Jawale—Recipient of prestigious BARTI fellowship
5. Renuka Pitre - Runs her own NGO called Empathy
6. Meeta Ramnani - Journalist with Sakal Times
7. Veena - Editor, Rohan Prakashan
8. Ritu Singh—film maker

32. Give details of student enrichment programmes (special lectures/ workshops/ seminar) with external experts.

Year	Type of programme	Name of external expert
2012-13		
August	Guest Lecture on Laws related to Women's Reproductive Health.(SY & TY)	Mrs. Medha Kale, TA-THAPI
	Field Trip to MASUM in Malshiras, NGO working for women's empowerment (TY)	Project in charge
	Three months under graduate certificate course on gender and Development	Women's studies centre faculty, SPPU.
September	Screening of movie 'Zenda' showing regional politics, Screening of documentary 'India Untouched' on caste and casteism (FY, SY, TY) (SY)	
December	Guest lecture on 'AIDS Awareness'	Mrs. Aparna Parkhe, NARI
	Screening of movie 'My brother Nikhil' on the occasion of World AIDS Day	Mrs. Aparna Parkhe, NARI
	Guest lecture on 'Disaster Management' (SY & TY)	Col. P. P. Parkhe
February	Field visit to Dr. Babasaheb Ambedkar Museum (SY MM)	Museum curator

	Field visit to Phule Wada (SY EM)	
	Visit to Sakal Printing Press (FY MM)	Manager of the printing division
March	One day workshop for TY students on 'Skills of Media Reporting'	Vidya Kulkarni, journalist and photographer
2013-14		
August	Field Trip to MASUM in Malshiras, NGO working for women's empowerment (TY)	Project in charge
September	Lecture series for MA students. Guest lecture on 'Narmada Bachao Andolan' Guest lecture on 'Declining sex ratio' Guest lecture on 'Regional Imbalance'	Suhas Kolhekar, Activist, Environmentalist Sneha Gole, WSC Sadhana Kulkarni, St. Mira's College
December	Guest lecture on 'Doing Sociology' (FY MM)	Sampat Kale, TISS
January	Guest lecture on 'Impact of Globalization on India' (TY, MA)	Neeraj Jain, Activist, Director, Lokayat
	Visit to INTUC (PMT) office to understand the issues of Trade Unions (SY)	Labour Union Leader
March	Guest lecture on 'Globalization and women's work'	Kiran Moghe, Activist, President, Janawadi Mahila Sanghatana
2014-15		
July	Orientation in 'Gender Issues' (FY)	Sneha Gole, WSC
August	Visit to Tribal Museum (SY)	Curator of the museum
	Screening of movie 'Modern Times' (SY, TY)	
September	Workshop on 'Cyber Law and Security' (FY, SY, TY)	Ashley Eates, Asian Institute of Cyber Law and Crime
	Guest lecture on 'Violence against women' (SY, TY)	Ektafrom TATHAPI Trust
January – February	Lecture series (SY)	
	Guest Lecture on 'Women's Movement'	Kiran Moghe, Activist, President, Janawadi Mahila Sanghatana
	Guest lecture on 'Students Movement in India'	Pratima Pardeshi, Activist
	'Dalit Movement in India today'	Sanjay Kumar Kamble, WSC
	'Issues of Narmada Bachao Andolan'	Suhas Kolhekar, NAPM

2015-16		
July	Guest lecture on 'Social determinants of Health' (SY, TY)	Medha Kale, TATHAPI Trust
	Guest lecture on 'Community, Nation and Communalism' (SY)	Razia Patel, Activist
August – September	Orientation workshop in 'NGO Skills' (SY, TY)	
	Session on 'Historical Review of voluntary sector in India'	Dr. Ramesh Awasthi, Director, MASUM
	Session on 'Issues and Strategies of the NGO sector'	Medha Kale, TATHAPI Trust
	Session on 'What is the meaning of Volunteering'	Petronella Eates, Mitra Foundation
	Session on 'Advocacy'	Lata P. M., Activist
	Session on 'Challenges of working with the community'	Suryakant Kulkarni, Director, Socio-Economic Trust
January	Workshop on Feminist theatre practices (SY, TY)	Prof. Mangai, Theatre Activist, Chennai, Sushma Deshpande, theatre activist, Pune
February	Session on 'Ecological Movement' (SY)	Avinash Madhale, Environmentalist, Activist
	'Students Movement : Issues and challenges'	Pratima Pardeshi, Activist
	Field visit to Ambedkar Museum (SY)	Curator of the museum
2016-17		
JULY	Workshop On Construction of Feminine And Masculine Identities	Mr. Anand Pawar, Samyak

33. List the teaching methods adopted by the faculty for different programmes.

Since traditional evaluation methods are mainly memory tests, class room assessment is emphasized under academic autonomy for the last nine years.

- Audio/Video & power point presentations
- Interactive Lecture method
- Group discussions
- Summary writing, understanding and analysing text
- Group projects, individual projects
- Critical note taking

- Writing research proposals and reports
- Creative writing
- Case studies and examples are explained sometimes by enacting them. This makes the lecture interactive and interesting for the students
- Using P.P.T. and lectures by the students on given topics increases the involvement of the students in the subject.
- Recommendations to students on specific areas from study resources, videos that are available online, e-magazines, educational CDs with follow up lecture sessions.
- Remedial teaching sessions for students joining PG programme from other disciplines & special assignments for advanced learners.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored? –

We try to go beyond memory based tests and design our assessment methods keeping in mind that students have diverse skills and capabilities.

- F.Y.B.A. (EM) – assignment based on excerpts from original writings to promote habit of reading original works.
- Since Marathi medium students have less access to quality resources, they were given assignment of interviewing three generations of women in their family including them and they recorded experiences of each generation of growing up in patriarchal society. This helped us assess their understanding of gendered socialization.
- Assignment based on analysis of advertisements portraying gender images/analysis of stories/songs/rituals which contribute to nurturing social inequalities
- S.Y.B.A. –
- Calendar making –assignment to highlight works of founding fathers of Sociology in a creative manner
- Assignment based on analysis of original writings involving in-depth referencing.
- Creative exercises are designed to understand their knowledge and experiences with patriarchy. They have to use various forms-poetry, script writing, drawing, story writing to express.
- T.Y.B.A.
- Assignments based on newspaper reports/survey reports/government reports/data published by NGOs
- Assignments based on field visits.
- Research projects are planned on the basis of methodological steps and are assessed accordingly. This ensures that they get practical experience in every step in research.

35. Highlight the participation of students and faculty in extension activities. –

- Dr. Vaishali Joshi is on the Board of Trustees of a NGO, Socio-Economic Development Trust, working in the areas of Community Development and Child Rights in Parabhani District. She offers consultancy to the organization in fields of gender, teaching pedagogy and research planning and monitoring.

- Dr. Vaishali Joshi holds Sangeet Visharad (Degree equivalent to B.A.) and is part of a musical group who perform Light Musical concerts. She is also associated with Gandharva Mahavidyalaya and has edited the special Memoir published by GMV on the occasion of 80 years of its establishment.
- Dr. Vaishali Diwakar is in-charge of the Social Outreach Programme which aims to build social awareness amongst students and connect them with the community. Last two years students of department are conducting weekly interactions with street children enrolled in St. John school through the initiative of Mitr foundation.

All class teachers conduct social service programme with their students and serve various social organizations by raising funds and providing material.

36. Give details of “beyond syllabus scholarly activities” of the department. –

A. For Students

- Department of sociology conducts UG Certificate course in ‘Gender and Development’ in collaboration with WSC, SPPU every year since 2002.
- Since one of the thrust areas of dept. is NGO sector, department conducted NGO skills workshops which involved guest lectures by key persons and documentaries on major social issues.
- Our students attend plays related to social issues and guest lectures organized by Dept. of Sociology and Women’s’ studies on a regular basis.

B. Papers published

Dr. Vaishali Diwakar

- Basic Concepts in Sociology for women’s studies student was published by Women’s Studies Centre, University of Pune under Teacher’s Fellowship Scheme.
- Edited the volume of seminar proceedings titled “Interdisciplinary Approach to Research and Teaching in Social Sciences”
- An article entitled ‘Changing patterns of Film consumption in India’ in the ebook, London Media and Film Reader 3 titled, “Pleasures of the Spectacle’ edt. by Phillip Drummond and published by London Symposium
- An article titled ‘Reimagining Nation: Redefining Region and Gender and Identity in the Cinema of the 1950s’ in the book titled “Thinking Gender Doing Gender” edt. by Uma Chakravarty and published by Orient Blackswan, New Delhi.

Dr. Vaishali Joshi

- Relevance of Sociology of Hindustani Music, Research Process International Journal of Social Research Foundation (ISSN 2321-211X) Vol. 1 July-December 2013
- Gandharva Mahavidyalaya : 30 Varshanchi Samarpit Vatchal, Memoir by Gandharva Mahavidyalaya, Pune, 2012
- ‘From Art History and Sociology to Inter-disciplinary Approach : An Attempt to understand Sociality of Hindustani Classical Music’, Interdisciplinary Approach to Research and Teaching in Social Sciences, ISBN 978-81-926011-3-7, February 2015

C. Papers presented –

Dr. Vaishali Diwakar

- A paper entitled ---‘Changing film viewing practices in India since 1990s’.in the 3rd Film and Media conference organized by University of London from 27th to 29th June 2013.
- A paper on “Postmodernism” in a state level seminar on “Contemporary social theories” organized by Siddhhivinayak College on 10th January.
- A Keynote address for the sub-theme “Gender equality: Property rights, religion and social status” in Marathi Samajshastra Parishad a National level conference on 18-19th January 2014.
- A paper presented on “Challenges of Teaching and Doing Research in Sociology” in a workshop organized by Department of Sociology, University of Pune in March 2012.
- Chaired a session on “Challenges in practicing teaching and research in Sociology” in the conference ‘Sociologist and Sociology: Autobiographies and Biographies’ in Sep. 2014

Dr. Vaishali Joshi

- ‘Challenges of Teaching Sociology’, local workshop organized by CAS Dept. of Sociology, 20th March 2012.
- ‘Formation of Musical Milieu in Pune City’- State level workshop on ‘Mapping City: Actors, Policies and Imagineries’ organized by the Dept. of Sociology 5-6 March 2013
- ‘Practicing Sociology : Balancing Passion and Profession’, National Conference on ‘ Sociologists and Sociology : Autobiographies and Biographies’ organized by CAS Dept. of Sociology SPPU, 15-16 September 2014
- ‘Child Rights – Building collective concerns’, State level seminar on ‘Human Rights : Various aspects’ jointly organized by BCUD, SPPU and Baburaoji Gholap College, 9-10 January 2015

37. State whether the programme/ department is accredited/ graded by other agencies. Give details.

NA

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strength

1. Developing reflexive and critical thinking through syllabus
2. Gender has always remained at the core of our curricula, activities and practice
3. Consortium with Women’s studies centre for last 10 years and organizing certificate course on Gender and Development for more than 10 years
4. Research oriented department
5. NGO interface
6. Positive student’s progression

7. Bilingual faculty

Opportunities

1. Short term course on media analysis and Journalism
2. HR
3. Strengthening student teacher collaborative research and preparing monograph based on their research papers
4. Translation projects
5. Incorporation of ethnography based Market research in syllabus

Challenges

1. Placement
2. Generating Marathi reference material
3. Organizing more community based programmes
4. Tracking alumni

Weaknesses

1. Limitation on community based programme due to all girls college

39. Future plans of the department.

- Tying up with NGOs, retailers to create job opportunities for our students
- Starting a gender and culture course in collaboration with WSC, SPPU
- Adding a course on sociology through films to tap the internationally upcoming areas in media sociology.



EVALUTIVE REPORT OF THE DEPARTMENT

Department of Accountancy

1. Name of the Department and its year of establishment:

Department of Accounts, 1970.

2. Names of Programmes/Courses offered (U.G., P.G, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.):

Undergraduate Programme in Accounts.

3. Inter-disciplinary courses and departments involved:

- FDP Workshop on ‘Effective Research Paper Writing’ for B.A., B.Com. B.B.A., B.B.A. (Computer Applications) and B.Sc.
- ‘ET in the Classroom’ (Economics Times) Workshop with Economics Department.
- Investor Awareness Workshop and Certificate course with Economics Department and NSDC and BSE 2014-15.
- Skill based courses were conducted for all PG Departments (Economics, Sociology, English and Commerce). Speakers were invited for the sessions.
- Ten-day Soft Skills Programme for T.Y.B.A. and B.Com. students.

4. Annual/semester/choice based credit system:

Semester Choice Based Credit System

5. Participation of the Department in the courses offered by other departments:

Our faculty members are involved in teaching, syllabus framing (B.O.S.), question paper setting and moderation for B.B.A. and Computer Applications.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Assistant Professors):

	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	01	01
Assistant Professors	02	02

7. Faculty Profile with Name, Qualification, Designation, Specialisation, (D.Sc./D. Litt./Ph.D./M. Phil. etc.):

Name	Qualification	Designation	Specialisation	No of Years of Experience	No. of Ph. D Students guided for the last 4 years
Dr. Mrs. Deepika Chaddha	M.Com., SET and Ph.D.	Associate Professor	Advance Accountancy, Cost and Works Accounting	23 years	N.A.

Ms. Elizabeth Kanade	M.Com., NET and DTL	Assistant Professor	Marketing , Business Administration and Business Entrepreneurship.	16 years	N.A.
Mrs. Deepanjali B. Mazumder	M.Com. and NET	Assistant Professor	Business Entrepreneurship, Cost and Works Accounting	6 years	N.A.

8. Percentage of classes taken by temporary faculty:

NA

9. Programme-wise Student Teacher Ratio:

Format for Student –Teacher Ratio	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y. B.Com - Accounts	346	3	1:115
	S.Y.B.Com - Accounts	274	3	1:91
	S.Y.B.Com - Cost and Work Accounting	40	1	1:40
	S.Y.B.Com - Corporate Accounting	274	3	1:91
	T.Y.B.Com - Accounts	255	3	1:85
	T.Y.B.Com - Auditing and Taxation	255	3	1:85
	T.Y.B.Com - Costing - II	39	1	1:39
	T.Y.B.Com - Costing - III	39	1	1:39
2013-2014	F.Y. B.Com - Accounts	350	3	1:116
	S.Y.B.Com - Accounts	289	3	1:96
	S.Y.B.Com - Cost and Work Accounting	38	1	1:38
	S.Y.B.Com - Corporate Accounting	289	3	1:96
	T.Y.B.Com - Accounts	250	3	1:83
	T.Y.B.Com - Auditing and Taxation	61	1	1:61
	T.Y.B.Com - Costing - II	40	1	1:40
	T.Y.B.Com - Costing - III	40	1	1:40

2014-2015	F.Y. B.Com - Accounts	361	3	1:120
	S.Y.B.Com - Accounts	297	3	1:99
	S.Y. B.Com - Cost and Work Accounting	65	1	1:65
	S.Y.B.Com - Corporate Accounting	297	3	1:99
	T.Y.B.Com - Accounts	257	3	1:85
	T.Y.B.Com - Auditing and Taxation	257	3	1:85
	T.Y.B.Com - Costing - II	39	1	1:39
	T.Y.B.Com - Costing - III	39	1	1:39
2015-2016	F.Y. B.Com - Accounts	368	3	1:122
	S.Y.B.Com - Accounts	290	3	1:96
	S.Y.B.Com - Cost and Work Accounting	63	1	1:63
	S.Y.B.Com - Corporate Accounting	290	3	1:96
	T.Y.B.Com - Accounts	259	3	1:86
	T.Y.B.Com - Auditing and Taxation	259	3	1:86
	T.Y.B.Com - Costing - II	61	1	1:61
	T.Y.B.Com - Costing - III	61	1	1:61

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

As per Government overall staffing pattern.

11. Number of faculty with ongoing projects:

Not Applicable.

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:

Not Applicable.

13. Research facility/Centre:

Not Applicable.

14. Publications

Sr. No.	Name of Faculty	National Papers	International Papers	Monographs/ Proceedings	Chapters in Books/ Books Edited	Books
1.	Deepika Chaddha	2	2			
2.	Ms. Elizabeth Kanade		3			

15. Details of patents and income generated:

Not Applicable.

16. Areas of consultancy and income generated:

1. Dr. Mrs. Deepika Chadda is involved in Honorary Corporate Mentorship and General Council for UG/PG students located in rural and urban areas. Some of these are first generation learners and belong to lower income groups.
2. Dr. Mrs. Deepika Chadda is honorary treasurer for Inner-Wheel Projects which is an international philanthropic body.
3. Dr. Mrs. Deepika Chadda is also an external examiner for schools linked to the I.C.S.E. Board.

17. Faculty recharging strategies:

Sr. No.	Name of Participant	Seminar/Conferences/FDP/ Refresher Course	Duration/ Dates
1.	Dr. Mrs. Deepika Chadda	International IEDRC-Conferences Hong Kong	2/3 Jun, 2012
		U.G.C. Sponsored National Level Seminar-Advances in Commerce Department	4/5 Jan, 2013
2.	Ms. Elizabeth Kanade 2014-15: 2015-16:	Attended a refresher course organised by the Academic Staff College, Savitribai Phule Pune University Attended a 2 days' workshop on "Mentoring" at SVIMS Attended a 7-day Faculty Development Programme at S.V.I.M.S.	Oct-Nov, 2014. Jan 2015-16

18. Student projects:

- Percentage of students who have done in-house projects (including inter-departmental):
NIL
- Percentage of students doing projects in collaboration with industries / institutes: 100%
M.Com. Students do Research Projects (Data Collection from Companies)

List as in Annexure One

19. Awards/recognitions received at the national and international level by**Faculty**

2012-13:

Dr. Mrs. Deepika Chadda-International and national level award for Best Paper of the Session at the International level.

Students

2014-15:

Nanda Choudhary- RBI -Young Scholar Award

2015-16:

Ms. Anchila Ojha of T.Y.B.Com. participated in National Accounting Talent Hunt. She was one among the top ten students.

20. Seminars/Conferences/Workshops organised and the source of funding (National International) with details of outstanding participants, if any.**2014-15:**

Certificate course in “Stock Exchange Trading and Market Analysis”. The NSDC, BSE, Department of Accountancy and Economics organised a 60 contact hour programme spread over 2 months to impart knowledge and training to the students. This was a Certificate course in “Stock Exchange Trading and Market Analysis”. The students also learnt about alternative investment options available and stock market training. At the end of the course an examination was conducted for testing their proficiency. The cost of the course on a regular basis is Rs. 10,000/- per student, but as this was done under a subsidised discount scheme, it got reduced to Rs. 3,500/- per student, all of which was refunded once the student qualified the exam.

Knowledge was imparted by a BSE Trainer Mr. Mukesh Kuwad, who was paid by NSDC.

2012-13:

UGC Sponsored National Level Seminar–Advances in Research in Commerce and Economics- 4/5 January 2013 co-hosted by the Commerce and Economics Department

21. Student profile course-wise:

Name of the Course (refer question no. 2)	Applications Received	Selected	Pass Percentage
T.Y.B.Com. Accountancy			
2012-13	254	254	96.85%
	252	252	95.24%
2013-14	248	248	94.76%
	244	244	95.49%
2014-15	256	256	96%
	246	246	95.93%
2015-16	246	246	86.18%
	254	254	93.70%
T.Y.B.Com.–Auditing and Taxation			
2012-13	254	254	88.19%
	252	252	96.83%
2013-14	248	248	78.63%
	244	244	96.72%
2014-15	256	256	75.78%
	246	246	85.77%

2015-16	246 254	246 254	87.40% 89.37%
T.Y.B.Com.–Cost and Works Accounting -II			
2012-13	39 39	39 39	100% 100%
2013-14	39 39	39 39	97.44% 97.44%
2014-15	39 39	39 39	92.13% 97.44%
2015-16	62 61	62 61	100% 98.36%
T.Y.B.Com.–Cost and Works Accounting -III			
2012-13	39 39	39 39	100% 100%
2013-14	39 39	39 39	97.44% 97.44%
2014-15	39 39	39 39	92.31% 97.44%
2015-16	62 61	62 61	100% 98.36%

22. Diversity of Students:

Subject-wise data on student diversity at UG level is not available.

Academic Year	Percentage of Students from the State	Percentage of Students from other States
2012-13	94%	6%
2013-14	89%	11%
2014-15	100%	0%
2015-16	100%	0%

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Students are encouraged to appear for Competitive Exams and last year two of our students cleared NET/SET.

24. Student progression:

Student Progression	Percentage against Enrolled
UG to PG	12%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA

25. Diversity of staff

Percentage of faculty who are graduates	
Of the same parent university	100%
From other universities within the State	
From other universities from other States	

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

Not applicable.

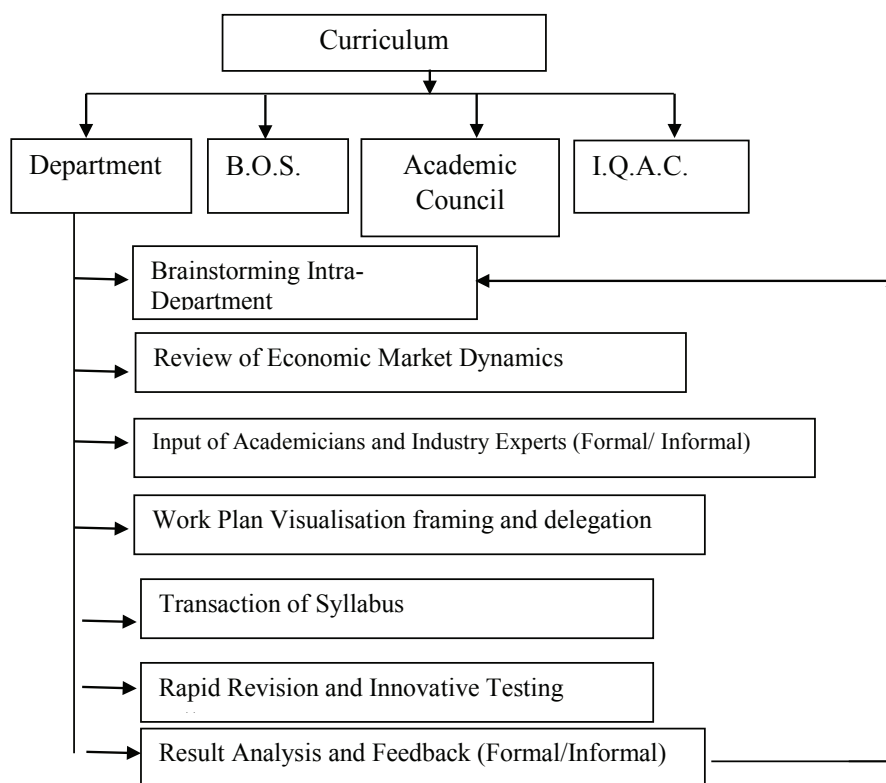
27. Present details about infrastructural facilities.

- a) Library - Two libraries on two floors of the college
- b) Internet facilities for staff and students–In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- c) Total number of class rooms–Sharing of classrooms as per centralised classroom mapping.
- d) Class rooms with I.C.T. facility–Audio Visual Room
- e) Students’ laboratories–NA
- f) Research laboratories–NA

28. Number of students of the department getting financial assistance from College:

Freeship/Scholarship as per Government of Maharashtra–

- **Please refer to institutional profile criterion no. II**



29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology

30. Does the department obtain feedback from

Faculty

- Every member of the department is a member of the B.O.S. of that department. At the B.O.S. meetings for revision of syllabus, the inputs from in-house teachers are presented to and ratified by the external experts on the B.O.S.
- Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the H.O.D. and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans is done.
- On a regular basis there are department meetings and brainstorming sessions to discuss creative ways of teaching and evaluation.
- Discussion with peers on teaching methods and assignments.

Students

We have a feedback software developed Mrs.Ashwini Kulkarni

(Department of Computer Science). Feedback on staff, curriculum, and teaching-learning-evaluation is taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise, etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis and needful actions.

Alumni and employers

Our alumni are part of our B.O.S. As such they bring to us valuable inputs based on their experiences in the outside world.

- No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

31. List the distinguished alumni of the department (maximum 10)

1	Dr. Gulshan Gidwani	Director of Mira Education and Principal of St Mira's College
2	Dr. Bhagwanti Nanwani	Director S.V.I.M.S. (M.B.A.)
3	Ms. Ramnik Oberoi	B.Com. M.B.A.Finance Credit Suisse Services Pvt. Ltd, Senior Financial Analyst/Senior Exempt Non-Officer
4	Ms. Ahana Fernandes	B.Com./C.S., Redknee Pvt. Ltd. Manager–Finance
5	Ms. Harsha Mirwani, Mrs Jia Jagwani	B.Com./M.B.A., Cybage Software- Human Resource Department, Senior HR Executive

6	Ms. Ganesha Thadani	M.Com., Loan Manager with AXIS Bank
7	Ms. Sneha Sukharaman	B.Com., C.S. and L.L.B.
8	Ms. Apoorva Aggarwal	B.Com, M.B.A.
9	Ms. Nanda Choudhary	M.Com., Working with R.B.I.
10	Ms. Jaya Nagrani Ms Deepa Naidu	B.Com., M.Com., S.E.T.

32. Give details of student enrichment programmes (special lectures/ workshops/ seminar) with external experts.

Class/Programme Details	Name of Expert
T.Y.B.Com.- Investor Awareness programme	Shri Darshit Parikh, CA, CS (Under the aegis of BSE and Ministry of Corporate Affairs conducted an Investor Awareness Programme with Western India Regional Council of Institute of Company Secretaries of India)
T.Y.B.Com.- Banking Procedures and Processes Bank of Maharashtra-Deccan Gymkhana Branch	Mrs. R. R. Samuel Manager, NRI Cell
S.Y/T.Y.B.Com.- Career Opportunities in Cost and Management Accounting and Activity Based Costing	Mr. Harshad S Deshpande, a Practising Cost Accountant
S.Y/T.Y.B.Com. Recent Trends in Cost Management	Mr. Rakesh Agarwal, Practising Chartered Accountant explained the techniques of JIT and Target Costing
2012-13:	
<ul style="list-style-type: none"> • Baramati Hi-tech Textile Park-Garment Training Center (Manufacturing of children and ladies clothing) • Nandan Dairy (Process: procuring, purifying, boiling, chilling and storage) • Wine Breweries (chilling, storing for aging the wines, packaging and branding) • Mapro Foods Pvt. Ltd. (production process of Crushes, Jams and Falero sweets at the food park and Chocolate making) 	

2013-14:

Class/Programme Details	Name of Expert
S. Y.B.Com. and T.Y.B.Com. 'Careers and Opportunities' in Accounting'	Panelist: I.C.W.A Mittul Parikh C.S. Vikas Vohra and C.A. cum C.S. Vijay Sarda
T.Y.B.Com. Financial Planning	Dr. Elizabeth James National Institute of Bank Management, Pune
T.Y.B.Com. Axe not evade your taxes	Mr .Satyanarayan (Retired Income Tax Commissioner)
S. Y.B.Com. of Accounting Standard in Corporate Accounting and GAAP	Dr. Meena Goyal (Practicing C.A.)

2014-15:

Class/Programme Details	Name of Expert
T.Y.B.Com. 2 month Certificate course in 'Stock Exchange Trading and Market Analysis'	BSE Trainer Mr. Mukesh Kuwad. (Under a subsidy discount scheme, it got reduced to Rs. 3,500/- per student, all of which was refunded when the student qualified the exam)
S.Y.B.Com. 'Labour Turnover'	Prof. N. M. Vechalekar from Indsearch Institute of Cost and Management Studies)
F.Y., S. Y. and T.Y. B.Com.	National Accounting Talent Hunt
<ul style="list-style-type: none"> • 2014-15: On 12th February, 2015 students of T.Y. B.Com Costing visited Katraj Dairy (to understand and see processing of milk and various milk products). • In January, 2015, a visit was organised to BSE for T.Y.B.Com. students wherein online trading demos were given. 	

2015-16:

Class/Programme Details	Name of Expert
T.Y.B.Com. 'Achievers 2020'	Dr. Maitreyee De (International marketing corporate communication and brand specialist who coined the brand logo and tag line for Dubai Airport Duty Free –“Fly Buy Dubai”)
T.Y.B.Com. 'Stock Market Fundamentals'	Prof. John Gilbi, Vice Principal, St.Vincent's College
T.Y.B.Com. 1.Capital Market Awareness and Equity Investing 2. Introduction to Mutual Fund and Financial Planning	Mr. Sudhakar Kulkarni (NSE Trainer)

S.Y.B.Com. 'Labour Cost and Labour Turnover'	Prof. Manoj Vora
T.Y.B.Com. 'Hands On'	Opening Savings Bank accounts, PPF a/c, acquire PAN Cards for themselves and family members.
<ul style="list-style-type: none"> • Agro-Industrial visit to Baramati. • Nira Valley Grape Wine Pvt. Ltd. (collection and manufacturing of grapes wine) • Cotton King (manufacturing process of garments like T-shirts, trousers, formal shirts, jeans, etc.) • Nandan Dairy collection of milk from the farms, processing, filtration, pasteurisation, packaging and storage of milk) 	

2016-17:

Class/Programme Details	Name of expert
F.Y., S.Y. and T.Y.B.Com. 'Creative Writing'	Ms. Pallavi
T.Y.B.Com.Field work	Visiting a bank and opening individual saving bank accounts.

33. List the teaching methods adopted by the faculty for different programmes.

- Interactive Lecture method/FIB Games/What's the good word game
- Demonstrations of manufacturing equipment, industrial visits, projects
- Familiarisation with documents
- Audio/Video and PowerPoint presentations
- Group discussions
- Role Play Techniques
- Presentations by the students on given topics increases the involvement of the students in the subject
- Viva voce
- Recommendations to students on specific areas
- Remedial teaching sessions for slow learners and special assignments for advanced learners
- Memory Mnemonics and enactment of the same
- Mind Maps
- Work sheets
- Quiz and games
- Group discussions

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Our results are a testament of our learning outcomes-

- a) Through continuous assessment of students by taking a variety of flexi tests, assignments and vivas.
- b) Student participation in class activities, discussions beyond class rooms and personal counselling for career achievement .e.g. if the student is interested in further studies we council them as to facilitate them to achieve it.
- c) We also ensure that the objectives of the syllabi are achieved for which we prepare a bank of questions which are solved. This saves time and increases practice time and application exponentially.

35. Highlight the participation of students and faculty in extension activities.

Our students contribute a part of their pocket money towards class social service activity. With the collected funds they visit orphanages and homes for aged and aging blind, apang shalas, blind schools.

2016-17:

The Department of Accountancy took an initiative in the Academic Social Responsibility (ESR) direction, wherein we conducted a workshop for Class IV employees of different institutions. The basic idea is to improve financial literacy and educate the participants about the investment and financial planning.

This initiative was taken as it is time to return back to those who are uninformed and not versant with options available to enable them to secure their future.

36. Give details of “beyond syllabus scholarly activities” of the department.

Dr. Deepika Chadda has been appointed on the Technical Conference Committee for the ‘International Conference for Economic and Financial Research,’ Kyoto, Japan in March 2017.

For other details refer to Annexure Two.

37. State whether the programme/department is accredited/graded by other agencies. Give details.

NA

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department :-

Strengths

- Collaborative workshops with Economics Department/BSE/NSE
- Passion for our subject due to which students do not go for classes and opt for it in PG courses
- Focus of syllabi to suit financially changing scenario
- Thoroughness due to rapid revision techniques
- Introduction of need based skill sets-introduction of Tally

Weaknesses

- No option for PG because of space constraints
- Vernacular medium

- Largest number of students
- Publications (books for students)
- International exposure

Opportunities

- Specialisation in Accountancy, Costing, Auditing and Taxation at PG level; Introduction of Diploma in Taxation laws
- Student exchange programs

39. Future plans of the department:

- Authoring books
- Research papers, M.Phil. and Ph.D. qualified staff
- M.Com. with Accountancy/Cost Accountancy and Taxation, M.o.U.

- **Annexure One**

S. No.	Name of the project
1	To study the work life balance of employees in an organisation.
2	The study of impact of training of employees of Baker Gauges India Pvt. Ltd.
3	360 Degree Performance Appraisal of CAPITA.
4	Study of the Financial Position of COSMOS Events.
5	To study the job satisfaction of employees at Indian Air Force.
6	To study the impact of training of employees in organisation.
7	A study on the effectiveness of employee job satisfaction at their workplace at P and B Construction Pune.
8	Impact of training of employees of Cipla Ltd.
9	The study of impact of training of employees in Private Sector organisations.
10	To study stress management of employees at workplace of IT sector.
11	Study of impact of training of employees at G4S Ltd. Secure Solutions Pvt. Ltd.
12	Study of job satisfaction at QSG Resource Mgmt. Pvt. Ltd.
13	To study the work life balance of employees in an organisation.
14	To study the impact of training of employees at their workplace.
15	To study the job satisfaction of employees at Axis Bank.
16	Study of job satisfaction of employees at Reliance Communication.
17	To study the job satisfaction level of employees at Baker Gauges India P. Ltd.
18	Negative emotion and Boosting motivation of employees at Intrade Global Services Ltd.
19	Study of employee Performance Appraisal in the organisation.
20	Study of Corporate Social Responsibility at Bajaj Alliance.
21	Study of Corporate Social Responsibility at Reliance Communication Ltd.
22	The study of effectiveness of training of employees at Reliance Communication Ltd.
23	A study of the effectiveness of employees' job satisfaction at their workplace with reference to IT Company.
24	The study of work-life balance of employees at Top Source.
25	A study on the effectiveness of employee job satisfaction at H.D.F.C. Bank Ltd.

• **Annexure Two**

Sr. No.	Name of Faculty	Title of Research Paper	ISBN / ISSN No.	Place of Conference	Date of Conference
1.	Dr.(Mrs.) Deepika Chadda	‘Socio implications of Agro Tourism’	International proceedings and Research / Innovation Trade and Economics, Vol.39, ISBN 978-981-07-2425-2 IPEDR Vol39 2012 ISSN No.2010-4626, Electronically available at www.ipedr.com	Hong-kong	July 2 nd & 3 rd ,2012
2.	Dr.(Mrs.) Deepika Chadda	‘Conversion from IAS to IFRS –A SWOT Analysis through a snapshot study’	National Conference on Advances in Research in Commerce and Economics, Statistical Applications and Publications; ISBN No.978-81-92-57-82-0-0	Pune	January 4 th and 5 th ,2013
3	Dr.(Mrs.) Deepika Chadda	‘Revitalizing the Indian Economy through the Entrepreneurial mentoring	International Conference on Entrepreneurship and Business Management ICEBM 2013 ISBN No.978-979-9234-49-0	Sanur, Bali	November 21 st -22 nd , 2013
4	Dr.(Mrs.) Deepika Chadda	In ‘Avtaars of Indian Agro Industry’	Innovative Avtaars of Indian Agro Industry MC-CIA, Sept.2012 ,Sampada	NA	NA

4.	Ms.Elizabeth Kanade	Know Thy Self Through Mental Accounting.	ISSN:2277-9302 International	Pune	March 2014
		It's Time TO Arise and Shine For Adam In Eves World By Making Smart Financial Choices.	ISSN:2277-9302 International	Pune	April 2014
		Are You Wise or Otherwise Money-wise?	ISSN 2348-0092 International	Pune	23 rd & 24 th Jan 2015



Department of Business Studies

1. Name of the Department & its year of establishment-Department of Business Studies

B.Com- 1969

M.Com- 1983

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)-B.Com and M.Com

3. Interdisciplinary courses and departments involved –

FYBA- Business Administration, Business Entrepreneurship, Business Math and Statistics

4. Annual/ semester/choice based credit system –Choice based credit system with grades

5. Participation of the department in the courses offered by other departments

BBA

- Dr.(Mrs.) Rama Venkatachalam - BOS, paper setting and moderation
- Minakshi Balkawade- paper setting and moderation
- Rajni Singh- paper setting and moderation
- Shanthi Fernandes- paper setting and moderation

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

	Sanctioned	Filled
Principal and HOD	1	1
Associate Professors	1	1
Asst. Professors	6	6

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualifications	Designation	Specialization	No. of years of Experience	No. of Ph. D. students guided for the last 4 years
Dr.G H Gidwani	M.Com, Ph.D	Principal & HOD	Marketing	38	Nil

Dr.(Mrs.) Rama Ven- katachalam	M.Com, M.Phil, Ph.D, SLST	Associate Professor	Costing & Entrepre- neurship	21 years	Nil
Jyoti Chintan	M.Com NET	Asst. Profes- sor	Business Ad- ministration, Business Enterpre- neurship	14 years	Nil
Minakshi Balkawade	M.Com; B.Ed; SET; NET	Asst. Profes- sor	Banking & Finance and Personnel Management & Industrial Relations	17 years	Nil
Dimple Bu- che	Mcom SET	Asst. Profes- sor	Management Accounting	16 yrs.	Nil
Rajni Singh	M.Phil,SET	Asst. Profes- sor	Marketing and Business Administra- tion	6 years	Nil
Shanthi Fer- nandes	M.COM, MASTER in Business Studies, SET	Assistant Professor	Business Ad- ministration, Financial Management	6 Years	Nil

**8. Percentage of classes taken by temporary faculty – programme-wise informa-
tion**

M.Com -25%

9. Programme-wise Student Teacher Ratio

Format for Student –Teacher Ratio:

Year	Class	No. of Students	No. of Teachers	Student-Teacher Ratio
2012-2013	F.Y.B.COM	346	3	115.33
	S.Y. B.COM	274	3	91.33
	T.Y. B.COM	255	3	85
2013-2014	F.Y.B.COM	350	3	116.67
	S.Y.B.COM	289	3	96.33
	T.Y. B.COM	250	3	83.33

2014-2015	F.Y.B.COM	361	3	120.33
	S.Y. B.COM	297	3	99
	T.Y. B.COM	257	3	85.67
2015-2016	F.Y.B.COM	368	3	122.67
	S.Y.B.COM	290	3	96.67
	T.Y. B.COM	259	3	86.33

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled --According to the overall Government staffing pattern

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

- Dr.(Mrs.) Rama Venkatachalam-ICSSR Funded Research Project, Rs.4,00,000

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received -Nil

13. Research facility N/A

14. Publications:

Sr. No.	Name Of Faculty	National Journals	Inter-national Journals	Mono-graphs/ Proceedings	Chapters in Books/ Books Edited	International Database	h/ impact factor
1	Dr. Rama Venkat	1	3		1		
2	Asst. Prof. Jyoti Chintan	1	NIL				
3	Asst. Prof. Minakshi Waghmare	1	1			1	1
4	Asst. Prof. Dimple Buche	NIL	3				
5	Asst. Prof. Rajni Singh	2	1	2			

15. Details of patents and income generated-N/A

16. Areas of consultancy and income generated-

- Dr.(Mrs.) Rama Venkatachalam

1. Guest Lecture at DCRC (2013, 2014), University of Pune for M.Com students on Strategic Management.

2. Resource Person (Nov, 2014) , Workshop on Women Empowerment & Skill Development, Sabala JHandicrafts (NGO), Bijapur.
3. Panelist (Mar, 2016)-MBA admissions –SCMHRD, Pune
4. HOD & Chairperson, BOS BBA&BCA departments .
 - Mrs.Shanti Fernandes
1. Conducted a Workshop on ‘‘Happiness Well Being’’ for St.Joseph’s School teachers as orientation programme in June 2016
2. External examiner for Commerce, ISC Board internals (viva) at Hutchings School for class 12
3. Member, BOS of BBA&BCA departments
 - Ms.Deepanjali Mazumder
1. Member BOS for BBA & BCA departments.

17. Faculty recharging strategies-

Name of the faculty	Particulars of activities	Organiser
Dr. Rama Venkatchalam	<ul style="list-style-type: none"> • One day workshop on Skill Development • International Conference on Recontouring Business 	<p>SPPU</p> <p>Sadhu Vaswani Institute of Management Studies</p>
Jyothi Chintan	<ul style="list-style-type: none"> • One Day Seminar on ‘Personal Branding’ • One Day Faculty Development Programme on Case Writing and Identification of Research Problems • International Conference on Recontouring Business • Completed Orientation and Refresher Programme 	<p>Sadhu Vaswani Institute of Management Studies</p> <p>Sadhu Vaswani Institute of Management Studies</p> <p>Sadhu Vaswani Institute of Management Studies</p>

Rajni Singh	<ul style="list-style-type: none"> • One Day Seminar on ‘Personal Branding’ • Resource person for Soft Skills workshop on Role Plays on ‘Issues related to Gender Stereotyping’. • One Day Faculty Development Programme on Case Writing and Identification of Research Problems • One-day Workshop on “Research Methodology” • One-day Workshop on “Basic Research Skills” • One-day Workshop on “Developing Research Skills” • One-day Workshop on “Plagiarism”. • Two Days National Conference on ‘ Global Economic Crisis- An Opportunity in Disguise • Completed Orientation and Refresher Programme 	<p>Sadhu Vaswani Institute of Management Studies</p> <p>St. Mira’s College</p> <p>Sadhu Vaswani Institute of Management Studies</p> <p>BMCC</p> <p>BMCC</p> <p>Department of Commerce, SP Pune</p> <p>BMCC</p> <p>Sadhu Vaswani Institute of Management Studies</p>
-------------	--	---

<p>Shanthi Fernandes</p>	<ul style="list-style-type: none"> • One Day Seminar on ‘ Personal Branding’ • One Day Faculty Development Programme on Case Writing and Identification of Research Problems organised , • Resource Person to conduct a workshop on “Stress Management” for Soft Skill Development • Two Days National Conference on ‘ Global Economic Crisis- An Opportunity in Disguise’ • International Conference on Recontouring Business • Member of Pune Business Ethics Foundation • Completed Orientation and Refresher Programme 	<p>Sadhu Vaswani Institute of Management Studies</p> <p>Sadhu Vaswani Institute of Management Studies</p> <p>St. Mira’s College</p> <p>Sadhu Vaswani Institute of Management Studies</p> <p>Sadhu Vaswani Institute of Management Studies</p>
--------------------------	---	---

<p>Deepa Krishnamurthy</p>	<ul style="list-style-type: none"> • Attended International Conference on “Algebraic Number theory and Modular forms”. • Attended two days State level Workshop on “Numerical Techniques using Scilab and OR problem verification by TORA”. • Attended the “Young Women and Mathematics Symposium” • Attended National level seminar on “applications of Mathematics & statistics in Life Science”. • Attended the Two day State level workshop on “Writing Research Paper using LaTeX”. • Attended workshop on Latex. • Attended National level seminar on “Applications of Mathematics & Statistics in Research Methodology” 	<p>Department of Mathematics , SPPU</p> <p>MAEER’s Ars, Commerce and Science College, Pune</p> <p>IISER, Pune</p> <p>Y. M college, Pune</p> <p>MAEER’s Ars, Commerce and Science College, Pune</p> <p>University of Pune</p>
----------------------------	---	--

<p>Minakshi Balkawde</p>	<ul style="list-style-type: none"> • A two day workshop on “An introduction to SPSS” • Seven days Faculty Development Programme organised for the senior faculty of commerce. • One day workshop regarding selection of research topic and preliminary regarding research process • Completed Refresher Programme 	<p>Ness Wadia College of Commerce Research Centre</p> <p>UGC-ASC, Univesity of Pune</p> <p>Department of Commerce and Research Centre, SPPU</p>
--------------------------	---	---

Dimple Buche	<ul style="list-style-type: none"> • Attended workshop on Secondary Data Based Research • Attended an international conference on- “International HR Colloquium and Research Conference.” • Attended workshop on Review of Literature • Workshop on Women and Law • Attended workshop on Intellectual Property Rights:From creation to commercialization • Attended Comsearch 2013 • Attended National conference on Leadership Development • Attended a HR round table organized jointly by on art and science of developing leadership: The India way. • Attended HR Summit a • Attended half day session on Performance • Reviews- Good to Great • Attended lecture presentation by Arun Wakhlu on ‘Leadership: ‘Yesterday, today and tomorrow’, Exec. Chaiman, Pragati Leadership • Participated in Faculty Development Programme on IBM SPSS at 	<p>Management Institute, Nigdi</p> <p>MITCOM PUNE</p> <p>Jointly by BMCC and DCRC</p> <p>Dept. of Political Science</p> <p>MCCIA</p> <p>DCRC</p> <p>Indrayani College, Talegaon Dabhade.</p> <p>Birla Institute of Mgt. technology and NHRD</p> <p>Alahna Institute of Management</p> <p>MCCIA</p>
--------------	---	--

	<ul style="list-style-type: none"> • Attended lecture by Dr. T.V. Rao on “ How HR managers can make a difference” by organized by NHRDN, • Attended FDP on “Research Work: New Horizons” • Attended Workshop on “Basics Research Skills” • Attended Panel discussion on “Performance Appraisals in today’s highly competitive world-An employer’s perspective” • Attended Workshop On “How to prevent plagiarism” • Attended Workshop On “Developing Research Skills” • Attended Workshop On “Selecting the right method of inquiry” • Attended Workshop On “Role of Information in Research” • Attended Workshop On “Making an Effective Presentation” At DCRC • Completed Orientation and Refresher Programme 	<p>MCCIA SIMS, Khadki, Pune</p> <p>MIT Kothrud</p> <p>Garware College of Commerce, Pune.</p> <p>DCRC</p> <p>NHRDN</p> <p>DCRC</p> <p>DCRC</p> <p>DCRC</p> <p>DCRC</p> <p>DCRC</p> <p>DCRC</p>
--	---	---

18. Student projects

- percentage of students who have done in-house projects including inter-departmental
100%- UG
Research based projects in Consumer Protection and Business Ethics, Business Management, Business Administration-I, Marketing-II and Business Administration- III
100%- PG
- o percentage of students doing projects in collaboration with industries / institutes
10% students of TY Marketing were taken as intern with Radisson Blu.

19. Awards / recognitions received at the national and international level by

- Faculty –International women achievers award in 2012
- Doctoral / post doctoral fellows
- Students – intercollege awards
- Students won Second prize in ‘Brain Teasers’ in M Pulse 2013, an intercollegiate event organized by Modern College of Engineering, Shivaji Nagar
- Afreen and Anushka won second consolation prize at St.Vincent’s ‘Tharseo’, an intercollegiate Business Plan competition-2015-16
- Afreen and Anushka won the second best team at intercollegiate debate at St. Mira’s College for Girls in 2014 &15
- Mrunal and Shweta won the Gokhale Cup at Ness Wadia College of Commerce in 2015
- Mrunal and Khushnaaz won first prize in ‘Taboo’ at Ness Wadia College of Commerce
- Hansika Punjabi-Honorable Mention at the All India Essay writing event 2014 conducted by Sri Rama Chandra Mission,Chennai.

20. Seminars/ Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.

Year	Name of Seminar/ Workshop/ Conference	Source of Funding	Amount Received
2013	‘Advances in Research in Commerce and Economics: Innovations, Statistical Applications and Publications’	UGC	Rs.60,000
2017	Social Entrepreneurship- A Global Approach’	UGC &BCUD	BCUD-Rs.1,15,000

21. Student profile course-wise:

Academic Year (UG)	Applications Received	Selected	Pass percentage
2012-13	Business Administration	56	89.55
	Business Entrepreneurship	63	73.02
	Marketing	47	81.55
2013-14	Business Administration	65	91.43
	Business Entrepreneurship	60	62.50
	Marketing	58	70.42

2014-15	Business Administration	60	87.01
	Business Entrepreneurship	67	42.86
	Marketing	60	53.85
2015-16	Business Administration	67	82.14
	Business Entrepreneurship	62	70.49
	Marketing	42	65.12

22. Diversity of Students Subject wise data on student diversity at UG level is not available. Please refer to Institutional Profile point no.

Academic Year (PG)	% of students from the State	% of students from the other States
2012-13	92%	8%
2013-14	83%	17%
2014-15	100%	00
2015-16	100%	00

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

- SET- 2

24. Student progression

Student Progression	Percentage against enrolled
UG to PG	20%
PG to M.Phil	NA
PG to Ph.D	NA
Ph.D to Post Doctoral	NA

- Employed
- Campus selection -Refer Criterion 5 of SSR
- Other than campus recruitment
- Entrepreneurs (Self Employed)-20%

25. Diversity of staff –

Particulars	Total No.
Percentage of faculty who are graduates of the same parent university	50%
Percentage of faculty who are graduates from other universities within the State	16.66%
Percentage of faculty who are graduates from other States	33.33%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period.

- Dr. (Mrs.) Rajashree Yalgi

27. Present details about infrastructural facilities

- a) Library - Two libraries on two floors of the college
- b) Internet facilities for staff and students – In the library (for staff and students); In the department cubicles and in the examination cell (for staff), 16 mbps baseline with TATA
- c) Total number of class rooms – As per centralized classroom mapping
- d) Class rooms with ICT facility -1(A.V. Room) 40%
- e) Students’ laboratories -Nil
- f) Research laboratories –N/A

28. Number of students of the department getting financial assistance from College.

- Please refer to Institutional Profile Criterion No. II

29. Was any need assessment exercise undertaken before the development of new program(s)? N/A

30. Does the department obtain feedback from

Faculty :

- Every member of the department is a member of the BOS of that department. At the BOS meetings for revision of syllabus, the inputs from in house teachers are presented to and ratified by the external experts on the BOS.
- Every department has a representation in the Academic Council. Each syllabus that is revised is read out by the HOD and suggestions made by members across disciplines are evaluated and incorporated.
- Preparation of work plans
- On a regular basis there are department meetings and brainstorming sessions to discuss creative ways of teaching and evaluation.

Discussion with peers on teaching methods and assignments.

- Further an open forum of teachers and students is organized every year inviting open discussion on different aspects leading to generation of ideas which can be exercised for improving the practices
- Consumer protection- out of turn revision
- Students feedback on teaching learning is also done and necessary changes made accordingly

Students:

- We have a Feedback software developed Mrs. Ashwini Kulkarni (Dept. of Computer Science. Feedback on staff, curriculum, teaching – learning - evaluation are taken separately from every student . The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as

overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis & needful actions.

Alumni:

- Our Alumni are part of our BOS. As such they bring to us valuable inputs based on their experiences in the outside world.

No formal mechanism for taking feedback on curriculum or teaching-evaluation methods. However, we have alumni who have sent their children to us for their higher education.

31. List the distinguished alumni of the department (maximum 10)

1. Principal Dr. Gulshan H. Gidwani- St. Mira’s College
2. Dr.Bhagwanti Nanwani, Director, SVIMS
3. Dr.Shyla Bootwala, officiating Principal. Abeda Inamdar College
4. Dr.Netra Neelam, Associate professor, Certified MBTI trainer, SCMHRD
5. Ms.Sarita Gopalaney- CFO, Cummins India
6. Ms.Payal Raisinghani-Ambassador to Government of Malta
7. Ms.Disha Nagrani, Practicing Lawyer High Court
8. Sangeeta Tiwari-Youth Congress
9. Saloni Sarpotdar-Captain,Indian Army
10. Maya Wara-Functional Skills and lead GCSE Coordinator

32. Give details of student enrichment programmes (special lectures / workshops / seminar) with external experts.

Year	Title / Type of Programme	Name of External Persons
2012-13	<ul style="list-style-type: none"> ▪ Emotional Intelligence ▪ ‘Standard Form Contracts’ ▪ ‘Career Opportunities in India and Abroad’ under the ‘In-House Development Programme for Career and Professional Success’. 	<ul style="list-style-type: none"> ▪ Dr. Vasudha Kulkarni
2013-14	<ul style="list-style-type: none"> ▪ Event Management 	<ul style="list-style-type: none"> ▪ Siljith
2014-15	<ul style="list-style-type: none"> ▪ ‘Financial Services and Retailing’ ▪ Cyber Crimes, legislations thereof in IT ACT, 2000 	<ul style="list-style-type: none"> ▪ Mr. InderMoorjani ▪ Advocate Vaishali Bhagwat

2015-16	<ul style="list-style-type: none"> ▪ Lecture on “Bancassurance: Challenges and Opportunities” by ▪ CV writing skills ▪ Workshop on Innovation and Creativity ▪ Guest Lecture on Corporate Frauds and Share holder Activism; Corporate Sustainability ▪ Career Guidance: Advertising, Publishing and Music 	<ul style="list-style-type: none"> ▪ Mr. Pradeep Rathod, Manager, Bancassurance, Bajaj Allianz, ▪ Mukta Purandare Dr.ChitraSohani ▪ Akshay Oke ▪ Aditya Kriplani
2016-17	<ul style="list-style-type: none"> ▪ Workshop on Innovation and Creativity ▪ Digital Marketing in India- Current Trends and future prospects ▪ Guest Lecture by Successful Entrepreneur 	<ul style="list-style-type: none"> ▪ Dr.ChitraSohani ▪ Vishnu ▪ Mr.PrashantPawar

33. List the teaching methods adopted by the faculty for different programmes.

- Mock interviews
- JAM Sessions
- Debates
- Psychometry Tests
- Role Plays
- Class quizzes
- Simple objective class exercises
- Interactive Lecture method
- industrial visits,
- Audio/Video & power point presentations
- Group discussions
- Case studies and examples are explained sometimes by enacting them .This makes the lecture interactive and interesting for the students
- Using PPT and lectures by the students on given topics increases the involvement of the students in the subject.
- Recommendations to students on specific areas from study resources, videos that are available online, e magazines, educational CDs with follow up lecture sessions.
- Remedial teaching sessions for slow learners

34. How does the department ensure that program objectives are constantly met and learning outcomes monitored?

- Head of the Department calls for regular One to One meetings and a group meeting to track the course progress and resolve related issues
- Further, a fortnightly work plan is submitted to the Department Head
- Moreover each individual faculty ensures continuous evaluation of students through class tests, presentations, assignments, discussion of case lets, business games, role plays, article reviews from dailies, weeklies, etc., discussion on current issues, debates, tips on professional and personal etiquettes and interviews, guidelines for Group Discussions, grammar exercises.
- The department ensures development of various skills in line with the National Education policy
- “Mira Bazaar” -a platform where not only students across all faculties, but also outsiders put up their stalls and showcased their entrepreneurial, marketing and advertising skills. With 35 stalls offering a variety of games, accessories, food, clothing, handicraft, tattooing, music and much more.
- ‘Spectrum a regular annual Inter Collegiate event organized at Grand level promoting the entrepreneurial spirit among students. It provides students a hands-on experience of unleashing their skills on debating, Mad Ads, Photo hunt, Team Building, dancing etc. The event is received with great enthusiasm and fervor.

35. Highlight the participation of students and faculty in extension activities.

- As Social Outreach initiative students visit various NGOs and Institutions, identify the needs and raise funds for the underprivileged
- ‘BUILDING EQUITY - AWARENESS & ACTION’. Unique ways were devised of building awareness about availability, scope, benefits, documents required for Reserved Category Scholarship/Freeship applications and ensuring student compliance on norms through a Power Point Presentation

36. Give details of “beyond syllabus scholarly activities” of the department.

Dr. Rama Venkat

- FDI in Multi-Brand Retailing-A Policy Paralysis’ ’International Conference on Retailing’ ’International Department of Commerce, University of Madras at Chennai The Emerging Landscape of Retail Impact on Economy (Sept 6&7,2012 ; No ISBN:978-81-8094-158-0)
- A Comparative Study of Customer Preferences towards Fresh Groceries: Organized v/s Unorganized Retailers’ (Co author Dr.Arwah Madan) 3rd International Conference in Economics, Business and Management held at Kuala Lumpur ,Malaysia International Conference Proceedings-Economics, Business and Management III (Dec 23 & 24,2012; No ISBN :978-981-07-4799-2)
- Online Shopping of Fresh Groceries : A Pilot Study on Web-Portals in the City of Pune’’ National Conference on ‘Advances in Research in Commerce and Economics: Innovations, Statistical Applications and Publications UGC Sponsored National Conference, St. Mira’s College for Girls, Pune Conference Proceedings (Jan 4 &5, 2013.; No ISBN:978-81-925-925782-0-0)

- “A Study of Expected Organizational Values and Beliefs among Generation Y as Potential Employees”, (as Coauthor) International Journal of Scientific Research, Vol 2, Issue 5. (May-13; No ISSN:2277-8179)
- ‘Role of SHGs in Empowering Women through Crafts Revival-A Case Study of ‘KaiKrafts’ National Level Conference ‘Emerging Trends in Commerce & Management’ at UGC Sponsored, Sydenham College of Commerce and Economics, Mumbai Conference Proceedings (18 & 19 October, 2013; No ISBN:978-93-82880-66-0)

Mrs. Shanthi Fernandes

- Sustainable Global Tourism to Southern Konkan: An Educational, Medical, Religious and Environment Destination International Conference on Innovations Changes and Challenges in Management, Engineering and Technology, Innovative Challenges and Strategies in Commerce, Trade and Social Sciences International The Global Open University, Nagaland and International Association of Academicians and Researchers International Journal of Economics, Law and Social Sciences (01-05-2014; No ISSN:2348-165X)

Ms. Minakshi Balkawade

- “Knowledge of Health Insurance Cover-Bridging the Gap” International Conference on “Information and Communication for Development - Reach, Impact, Opportunities and Challenges International NES Ratnam College of Arts, Science and Commerce, Bombay EPIGNOSIS – Journal of Multidisciplinary Research (05th - 06th October 2012 Yes ISBN: 978-81-922163-1-7)

Dr. Ms. Rajashree Yalgi

- “Factors Impacting Personal Insurance Purchase Decisions and Assessment of Consequent Risk Exposure” National Conference on National SVIMS, Pune DAWN – Journal for Contemporary Research in Management (24th-25th January, 2014; ISSN: 2348-0092)
- “A study on Stress Management Practices among Teachers in Unaided Colleges in Pune city” International Multilingual Journal International Vidyawarta Vidyawarta Journal (Jan. 2015 to Mar. 2015; ISSN No. 2319 9316)
- The Stress – Your Worst Enemy “Redefining Management Practices: a perspective in Changing Business Scenario” National Sinhgad Institute of Business Administration and Research (SIBAR) SIBAR (Conference Proceedings) (11th and 12th Oct. 2012; IBSN No. 978-81-908387-9-5)

Ms. Rajni Singh

- A Comparative Study Of CRM Practices in Life insurance Companies in Pune City: A study focused on Life Insurance Corporation of India and TATA- AIG Life Insurance Company Pvt. Ltd National Conference on Marketing in Contemporary Times on Feb 9, 10 & 11 2012 National Ness Wadia College of commerce in association with Savitribai Phule Pune University Bizz.. Ness The Research Journal of the Ness Wadia College of Commerce (Jul-12 ;ISSN 2277-4823)
- Students Perception about Importance and Relevance of Values in Today’s Life and the Role of Teachers in Value Education. – An Analytical Study of Undergraduate Commerce Students in St. Mira’s College for Girls, Pune National Conference on

Ethics at Cross Roads on March 10 & 11 2102 National Pune Business Ethics Foundation and Indian society for training & Development, Nashik chapter Novel Research Kaleidoscope Research Institute of Novel Study (Jul-12; ISSN 2277 – 1263)

- Are Mobitiselements Welcome or Refrained?- An Analytical Study to Understand Consumers' Perception and Attitude towards Mobitiselements in Pune City Advances in Research in Commerce and Economics: Innovations, Statistical Applications and Publications National St. Mira's College for girls- UGC & Savitribai Phule Pune University St. Mira's College of Girls Publication of Papers at national conference Jan-13 ISBN No.- 978-81-925782-0-0
- Green Marketing in India: Are the Indian Companies Playing the Right Moves? International Conference on Sustainable development Challenges & Opportunities on 17-18 & 19 Jan International Ness Wadia College of commerce- UGC Sponsored Bizz. Ness The Research Journal of the Ness Wadia College of commerce 17-18&19Jan-2013YesISSN 2277 – 4823
- The Retailer's Transition from Customer Satisfaction to Customer Delight - A Journey Towards Excellence International Conference on Global Business: Opportunities and Challenges International Dept. of Commerce Osmania University, in collaboration with Andhra Pradesh state Council for Higher Education and CSIR Global Business: Opportunities & Challenges, Vol.-1 Global Research Society Publications Mar-14 ISBN No.- 978-81-910003-0-14

Ms.Jyoti Chintan

- A Study on the 'Impact of Organized Retailing on Unorganized Retailing in India' NANA NA Vidyawarta Multilingual Research Journal 30th Sept 2015 Yes ISSN-2394-5303
- 'A Study of the Influence of Corporate Culture on Employee's Performance, Culture and Communication: Reflecting Paradigm Shifts Conference National" Manghanmal Udharam College of Commerce, Pimpri, Sponsored by SPPU," Sameeksha Shodh Feb 4th & 5th 2016-2017 Yes ISSN-2348-2362

Ms.Dimple Buche

- Performance Management System: A Case Analysis [Presented] Conference: "Advances in Research in Commerce and Economics: Innovations, Statistical Applications and Publications" National Dept. of Com. , St. Mira's College for Girls, Pune Sponsored by UGC and UO Advances in Research in Commerce and Economics: Innovations, Statistical Applications and Publications 4th and 5th Jan. 2013 ISBN: 978-81-925782-0-0
- Multisource feedback in Organizations: A case study of Johnson and Johnson [Presented] Conference "Transformation of Business: Trends and Challenges" International SIES College of Management Studies, Navi Mumbai Transformation of Business: Trends and Challenges" 18th Jan. 2014 ISBN-13: 9788192152882
- Effective Communication: An antecedent in Performance Appraisal System International Research Journal of Commerce , Management and Social Sciences July –Dec. 2014 Peer reviewer Double blind review "ISSN-2321-9831, Issue-iv, Vol.I,
- Leadership Development: The India Way Conference: Paradigm Shift in Innovative Business Management International VIPSAR Innovative Business Management :A Contemporary Approach 6th Dec. 2014 ISBN: 13:978-93-5110-105-5

- A Study of People Development Initiatives: The HR's Value Proposition in I.T. Companies of Pune, Maharashtra ZENITH International Journal of Multidisciplinary Research March, 2015 Referred International Journal Scientific Journal Impact Factor (2012): 3.567.ISSN 2231-5780 Vol.5 (3),
- Pune's IT Industry: Turning Pune Into a Metro International Multilingual Research Journal : Vidyawarta April to June 2015 Referred Journal International Innovative journal impact factor: (2015)3.102 "ISSN: 3199318, Issue 10, Vol.-05
- Performance Appraisal Implementation: Status and Challenges in I.T. Companies [Presented] Conference on Business Management & Information Systems College of Business and Public Administration California, Great Lakes Institute of Management India International Journal of Academic Conference Proceedings Titled "Recent trends in Business Management and Information Systems" 17-20 Nov. 2015" ISBN: 978-93-85436-89-5

Ms. Deepa Krishnamurthi

- A study of PG(m,Fq) and AG(m, Fq) and Applications in Design Theory "National Conference on role of Mathematics in Science and Technology" National Department of Mathematics, New Arts, Commerce and Science college, Ahmednagar). Funded by UGC Conference Proceedings 20th Feb 2015 NO ISBN no: 978-93-84916-67-1
- "On construction and applications of P (m,q), $m > 2$ and $q = pn$ in Design Theory" National Department of Computer Science, Indira college of Commerce and Science, Pune. Funded by UGC Conference Proceedings 21st Feb 2015 NO ISBN no: 978-93-5202-449-0

37. State whether the programme/ department is accredited/ graded by other agencies. Give details. No

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

- Largest number of student enrollment
- Balanced department with junior and senior faculty
- Events like Spectrum and Mira Bazaar
- Comprehensive curriculum with diverse applications
- Personal mentoring of students
- Short term credit courses-Tourism Management, Skill Development
- Low dropout rate
- Increasing number of students taking up entrepreneurship as a career option

Weaknesses

- Not able to offer more options of specialization at PG level
- A very systematically enforced system of attendance with no scope for loopholes
- Gradually increasing number of vernacular students

- Inability to provide desired interactions with individual students due to large strength of compulsory classes

Opportunities-

- Increased opportunities for collaboration with professionals and industry experts
- Overall development by encouraging participation in co-curricular and extra-curricular activities both in intra college and inter college level
- Mathematics is essential for various exams like CPT, civil services etc, the biggest challenge for the department is to prepare the students for various future opportunities by making them understand applications of mathematics and statistics in the field of commerce.
- Opportunities for more faculty PhDs
- Restructuring the syllabus and introducing skill based credit courses
- Industry- academia interface

Challenges-

- To include research based curriculum because of large numbers
- To motivate the students to raise their aspiration level
- Difficulty in tracking the Alumni

39.Future plans of the department.-

- Commerce Lab, Research Centre, More faculty to do Ph.Ds, Increased Industry-academia interface, more research based projects, summer internships, more placements, devise more credit and short term courses.
- To design a certificate program on Applications of mathematics in Commerce, to develop a bridge program in computational mathematics for slow learners and to develop collaborations with good mathematical institutions like BhaskaracharyaPratisthan, IISER, Department of Mathematics and Statistics (SPPU) etc.



Department of Bachelor of Business Administration

Evaluative Report

1. Name of the Department and its year of establishment –

Department of Bachelor of Business Administration – 2005.

2. Names of Programmes/Courses offered (UG, PG, M. Phil, Ph.D., Integrated Masters, Integrated Ph.D., etc.) UG - B.B.A Self Financing.

3. Inter-disciplinary courses and departments—

NA.

4. Annual/semester/choice based credit system –

Up to 2012-2015 Semester system- University Pattern. From 2015 onwards the course acquired Autonomous status. We follow Choice Based Credit Semester System with Grading pattern.

5. Participation of the department in the courses offered by other departments -
Our faculty are involved in teaching students of B.B.A (CA) and M.Com and M.A.

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst.Professors)

Post	Sanctioned	Filled
Asst. Professors	4	4

7. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D. Litt./Ph.D./M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mrs. Rekha Kankariya	M.Com, M.B.A., D.T.L., NET	Assistant Professor and Exam Officer	Accounts and Finance	Corporate – 11 years, Teaching – 8 years	-
Mrs. Amrita Basu	MA, B.Ed, SLET	Assistant Professor	Economics, Statistics, Mathematics	10 years	-

Mrs. Abhradita Chatterjee Nahvi	Masters in Personnel Management, Currently pursuing M.Phil. in Business Administration	Assistant Professor	Personnel Management, Labour Law, Human Resource.	Corporate – 9 years Teaching – 5 years	-
Ms. Isha Mehra	M.com, MBA, NET Qualified, Pursuing Ph.D	Assistant Professor	Marketing	8 years	-

8. Percentage of classes taken by temporary faculty–programme-wise information
25 %

9. Programme-wise Student Teacher Ratio

Year	Class	No. of Students	Student-Teacher Ratio
2012-2013	F.Y.B.B.A	73	73:1
	S.Y.B.B.A	46	46:1
	T.Y.B.B.A	77	77:1
2013-2014	F.Y.B.B.A	57	57:1
	S.Y.B.B.A	67	67:1
	T.Y.B.B.A	44	44:1
2014-2015	F.Y.B.B.A	81	81:1
	S.Y.B.B.A	49	49:1
	T.Y.B.B.A	66	66:1
2015-2016	F.Y.B.B.A	81	81:1
	S.Y.B.B.A	71	71:1
	T.Y.B.B.A	49	49:1
2015-2016	F.Y.B.B.A	81	81:1
	S.Y.B.B.A	70	70:1
	T.Y.B.B.A	68	68:1

10. Number of academic support staff (technical) and administrative staff: Sanctioned and filled

Academic support staff (technical) - 1

Administrative staff - 1

11. Number of faculty with ongoing projects- N.A. since the course is unaided.

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received

N.A, since the course is unaided.

13. Research facility/centre - N.A**14. Publications:**

- Number of papers published in peer reviewed journals (national/international) - 09

Sr. No.	Name Of Faculty	National Journals	Inter-national Journals	Monographs/ Proceedings	Chapters in Books/ Books Edited	Books
1	Mrs. Rekha Kankariya					2
2	Mrs. Abhradita Chatterjee Nahvi	2				
3	Mrs. Isha Mehra	5				

15. Details of patents and income generated: Nil**16. Areas of consultancy and income generated: Nil****17. Faculty recharging strategies: -**

Our faculty have participated in a number of workshops, seminars, conferences held at National and International levels and undergone Faculty Development training programme. Faculty members have frequent academic interactions with peers and experts from the industry through exchange programmes. They are encouraged to write research papers, author books, to organize events and conferences which enhance their leadership and decision-making skills and bond us together as one team; which nurtures team spirit.

Year	Seminar/ Workshop/ Conferences	Topics	Location and Date	Faculty attended
2012-13	FDP	Research Methodology	St. Mira's College, Pune	Mrs. Rekha Kankariya
2012-13	Workshop	Investor Awareness Program by Mr. Darshit Parikh	St. Mira's College, Pune, 30 th November, 2012	Mrs. Rekha Kankariya
2015-16	Workshop	Critical Skills for Career and Personal Success	SVIMS, Pune	Mrs. Amrita Basu
2016-17	FDP	How to Write a Research Paper by Dr. Sanjay Kaptan	St. Mira's College, Pune, 21 st July 2016	Mrs. Amrita Basu Mrs. Abhradita Nahvi Mrs. Isha Mehra Seth
2016-17	FDP	Knowledge Management by Dr. Ganeshan	SVIMS Pune, 26 th July 2016	Mrs. Amrita Basu Mrs. Rekha Kankariya Mrs. Abhradita Nahvi Mrs. Isha Mehra Seth

2016-17	FDP	Multiple Intelligence by Shri Jitendra	St. Mira's College, Pune, 30 th July 2016	Mrs. Amrita Basu Mrs. Rekha Kankariya Mrs. Abhradita Nahvi Mrs. Isha Mehra Seth
2016-17	FDP	Mind Mapping by Shri Dharmendra Rai	St. Mira's College, Pune, 10 th August 2016	Mrs. Rekha Kankariya Mrs. Abhradita Nahvi Mrs. Isha Mehra Seth
2016-17	Workshop	Anatomy of Success – Guinness Record Holder Dr. Rakesh Sinha	SVIMS Pune, 18 August 2016	Mrs. Rekha Kankariya Mrs. Abhradita Nahvi

18. Student projects

- Percentage of students who have done in-house projects including inter-departmental-100 %
- Percentage of students doing projects in collaboration with industries/ institutes -Nil

19. Awards / recognitions received at the national and international level-Nil

20. Seminars/Conferences/Workshops organised and the source of funding (national /international) with details of outstanding participants, if any.

- In 2016-17 a National Conference on 'Social Entrepreneurship' is slated to be organised jointly by Departments of Business Studies and Bachelor of Business Administration Department. The funding for the same is sanctioned by UGC and BCUD.
- A three-day Personality Development Workshop was organised for our students which was self-financed in 2015-16.
- A two-day Workshop on Self-Management Skills was organised for our students which was self-financed in 2016-17.

21. Student profile course-wise:

Academic Year	Application Received	Selected	Pass Percentage
2012-2013	77	77	98.7
2013-2014	48	48	97.9
2014-2015	65	65	96.9
2015-2016	49	49	93.9

22. Diversity of Students

Academic Year	% of Students from college	% of Students from same state	% of Students other state	% of Students other country
2012-2013	38.36	80.82	13.70	2.74
2013-2014	37.5	89.29	5.38	1.79
2014-2015	37.04	90.12	7.47	1.24
2015-2016	18.52	85.16	12.36	1.24

23. How many students have cleared Civil Services, Defence Services, NET, SLET, GATE and any other competitive examinations?

Suman Rai is a Captain in the Indian Army.

24. Student progression – UG to PG

Year	Percentage against enrolled
2012-2013	58.75
2013-2014	47.91
2014-2015	62.69
2015-2016	20.48

Employed – 42 (as per available records other than campus placement)

- Campus selection

Year	No. enrolled	No. Placed	%
2012-13	4	04	100
2013-14	13	13	100
2014-15	14	14	100
2015-16	49	49	100

- Other than campus recruitment-as mentioned above
- Entrepreneurs

Name of Student	Work Place	Job Designation
Farzeen	Entrepreneur	Co-Founder and Director at Craft and Kreation
Rashika Chanchlani	Freelancer	Freelancer and Creator at Jugni & Co., Content Creator/Admin at Revive Your Relations
Ritika Merchant	Freelancer	Creative Photography
Pooja Vaidya	Entrepreneur	Entrepreneurship Development Classes and Learning English with fun
Nikita Narang	Freelancer	Make-up Artist

25. Diversity of staff Percentage of faculty who are graduates

Of the same parent university	50 %
From other universities within the State	Nil
From other universities from other States	50 %

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. –

Nil

27. Present details about infrastructural facilities

The Second floor houses a state-of-the-art Digital Library for accessing e-resources, a CD/DVD collection, collection related to non-aided courses, reference books, question papers, journals, reprography facility, reading room, and BCA Lab, 16 computers and internet facility to access online journals and e-books through subscribed databases as well as open sources and reading room facilities. To save the

time of the user, adequate signage is displayed for easy access to various facilities and services.

Staff room and administrative block dedicated for BBA and BBA (CA) department

Total number of class rooms-05

Class rooms with ICT facility-3

Students' laboratories- Nil

Research laboratories- Nil

28. Number of students of the department getting financial assistance from College – 45 :

Year	Number of students
2012-2013	6
2013-2014	10
2014-2015	12
2015-2016	10
2016-2017	7

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

Yes, our interactions with students and ex-students have revealed that they are interested in short term add-on courses such as personality development, foreign languages, Tally, introduction to film making, dance, etc. Therefore the college has introduced these as additional credit courses with appropriate credit points. Feedback from students is taken to shortlist courses desired by students. These are then scrutinized for feasibility before they are finally floated.

30. Does the department obtain feedback from

a. Faculty

The department holds staff meetings regularly to discuss all matters pertaining to the curriculum as well as teaching-learning-evaluation process. Based on the feedback from staff, the teaching-learning-evaluation model is refined and redefined. The curriculum is revised every five years with inputs and guidance from industry experts, peers and ex-students.

b. Students

Our Computer Science teachers have developed software to collect and analyse feedback on staff, curriculum, teaching-learning-evaluation. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. Students give a candid feedback which facilitates us to take corrective steps and incorporate changes if required, The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis and corrective actions.

c. Alumni and employers

The feedback from employers is discussed at the departmental meetings. We have initiated a data base for the alumni and feedback is obtained from them. We have alumni in our Board of Studies who provide valuable inputs at the meetings.

31. List the distinguished alumni of the department

Name of Student	Work Place	Job Designation
Suman Rai	Indian Army	Captain (Kota, Rajasthan)
Priyanka Anand Pandey	S.I. Systems	IT Recruiter (Edmonton, Canada)
Deepika Chatrani	The Yellow Bulb JLT	Account and Admin. Executive • (Dubai, United Arab Emirates)
Harsha Jashnani	IBG Consulting Middle East,	Operations Executive (Dubai, UAE.
Khiyani Geeta H.	TCS	Manager
Priyanka Desai	Directorate of Education in UT Administration of Dadra and Nagar Haveli, Silvassa	Central Government Employee posted as Assistant –Group B, Non- Ministerial (Non-gazetted)
Rajalakshmy Ramachandran (Now Radhika Murali)	Only Success Leadership Training LLC	Manager- Schools Division
Varsha Sukhramani	Kotak Mahindra Bank	Deputy Manager
Ashita Bose	Kolte-Patil Developers	Deputy General Manager -Sales (Heading Channel Sales for a listed company in real estate)
Baljeet Kaur	Bank of America - Gurgoan	Assistant Manager (Anti-Money Laundering profile)

32. Give details of student enrichment programmes (special lectures/workshops / seminar) with external experts.

Year	Enrichment Programme	Subject	Details (Topic/Venue)	External Expert
2012-13	Workshop	Personality Development	Explore the Genius within Topics covered were- Self-awareness, Analysis, Motivation, Life Management skills, positive mental attitude	Mr. Dinesh Nathani - Life Energy Coach-Synergy with Energy
	Seminar	Finance	Stock Mind National level contest involving virtual money investment in the stock market	Mr. Nihal Khan, ICICI Direct Centre for Financial Learning
	Guest lecture	Marketing	Understanding the world of advertising and its impacts, creativity in advertisements, etc.	Mr. Inder Moorjani-MBA Marketing and IT, Senior Associate Consultant in Infosys.

	Industrial Visits	Business Exposure	<ol style="list-style-type: none"> 1) Volkswagen, Chakan 2) Chitale Bandhu, Shivapur 3) Infosys, Hinjewadi 4) Sahakar Mrudanalaya, printing press, Pune 5) Malegaon Sugar Industries, Malegaon 6) Jagtap Industries, Malegaon 7) Nandan Dairy Ltd., Malegaon 	Respective Company officials briefed the students about the functioning of the company and answered students' questions.
2013-14	Seminar	Animation	Career opportunities in animation and its growing market	Arena Institute of Animation
	Vijay Diwas Wreath Laying ceremony	Personality development	To encourage students to join defence services and serve the nation	National War Memorial, Southern Command
	Guest Lecture	Event Management	Event Organising skills, Event Management Industry Challenges and future prospects.	Ms. Rashmi Hira and Ms. Vanita Naraindas from Finer Moments Forte Event Coordination and Decorations
	Guest Lecture	Marketing	Consumer Psychology-A key to strategic pricing	Ms. Smita Mehendale from SVIMS, Pune
	Guest Lecture	Business Communication	Interview skills	Ms. Snober Satarawala from Department of English, St. Mira's College.
	Guest Lecture	Advertising	Impact of advertising on society, culture, behaviour of people etc.	Mr. Inder Moorjani-MBA Marketing and IT, Senior Associate Consultant in Infosys.

	Industrial Visits	Business Exposure	<ol style="list-style-type: none"> 1) General Motors India Pvt. Ltd. 2) Pune Zilla Sahakari Doodh Utpadak Sangh, Katraj 3) Maganlal Chikki Pvt. Ltd., Lonavala 4) Cotton King, Baramati 5) Textile Training Centre, Baramati 6) Crystal International Pvt. Ltd., Baramati 7) Shree Someshwar Sahakari Sakhar Karkhana, Baramati 	Respective Company officials briefed the students about the functioning of the company and answered students' questions.
	Field visit	Financial Services	RBI initiatives on Financial Literacy and the functioning of RBI as a central bank of the country.	RBI officials
2014-15	Workshop	Motivation	SVIMS, Pune	Rotary Club
	Seminar	Multiple Intelligence skills at work place	SVIMS, Pune	Mr. Jiten Sandhu
	Seminar	Finance	Stock Mind National level contest involving virtual money investment in the stock market	Mr. Nihal Khan, ICICI Direct Centre for Financial Learning
	Workshop	Entrepreneurship development	SVIMS, Pune Environmental conservational ideas and creating employment opportunities for the poor, needy and the blind	Mr. Surendra Shroff
	Guest lecture	Management	SVIMS, Pune Managers not MBAs	Mr. S Balasubramaniam- CFO Zensar India Ltd.
	Industrial Visits	Business Exposure	<p>Volkswagen, Chakan</p> <p>Manikchand Oxyrich, Wagholi</p> <p>W.S.Bakers, Wagholi</p> <p>Parag Milk Foods Pvt. Ltd.</p>	Respective Company officials briefed the students about the functioning of the company and answered students' questions.

2015-16	Guest Lecture	Business Law	Right to Information Act, 2005	Advocate Deepak C Jadhav, practicing lawyer
	Workshop	Personality Development	Soft Skills Enhancement	Corporate Trainer Ms. Madhavi Yadav
	Workshop	Right Path Lifestyle – Mind, Body, Spirit Workshop	Topics like Employee Engagement, Leadership Skills, Communication Skills, Motivation, Change Management, Importance of Counselling and Guidance were discussed and it was held at SVIMS, Pune	Mr. Harshwardhan Dafre, CEO of Right Path Life Style
	Seminar	Finance	Stock Mind, A National level contest involving virtual money investment in the stock market	Mr.Nihal Khan, ICICI Direct Centre for Financial Learning
	Industrial Visits	Business Exposure	1) Jaima Plastics, Narhe 2) Katraj Dairy, Katraj 3) Kutwal Foods Pvt. Ltd., Shirur 4) Manikchand Oxyrich, Wagholi	Respective Company officials briefed students about the functioning of the company and answered students' questions.
2016-17	Workshop	Finance	Understanding the revised format of Balance Sheet as per amended Companies Act 2013 and Ratio Analysis	Dr. John Gilbi Vice- Principal, St. Vincent's College
	Workshop	Personality Development	Self-Management Skills	Mr.Vishal Sharma, Pacemakerz Training Centre, Pune
	Seminar	Stock Mind	National level contest involving virtual money investment in the stock market	Mr.Nihal Khan, ICICI Direct Centre for Financial Learning
	Guest Lecture	Business Taxation	Practical aspects of Taxation	CA Mr. Pramod Gugale

	Awareness Programme	Environment	Waste Management	Mr. Firdosh Roowalla Green Thumb
	Exodus an Annual Inter Collegiate Fest.	BBA and BBA (CA)	A plethora of academic events and competitions- viz. debate, business quizzes, IT quiz, management quiz, HTML web designing, street play, stand-up comedy, sock hop, treasure hunt, photo shoots, face painting, mad ADS, T-shirt painting etc.	External judges are invited

33. List the teaching methods adopted by the faculty for different programmes.

Teachers use interactive methods like audio-visual presentations, industrial visits, projects, project competitions, guest lectures, power point presentations by students to encourage the buddy system of learning, case study, group discussions, and role play, thus making teaching and learning process more effective and engaging.

Field visits to various manufacturing companies, NGOs, service sector, are undertaken, offering an insight into the working of various sectors. Inter-college events are organised to hone in the skills of the students in the upcoming field of event management.

Special assignments are given to students, for example in–Marketing students were involved in undertaking a study on emerging areas in sales management like neuro-marketing, digital marketing and sales force diversity. Case studies and projects on areas of marketing were also undertaken on topics such as The Effect of E-books on Physical Books and Publishers, Consumer Preferences and Sales Techniques at Boutiques, Marketing Strategies in Gaming Industry and Consumer Preference Towards Energy Drinks, Collage making on ‘Indian Business Environment’ and Chart-making competition on ‘Mind Mapping’ attracted students from other departments as well.

In Finance, through case studies, students learned basic concepts of life insurance, calculation of NAV on mutual funds and SENSEX. A field visit was organised to Reserve Bank of India (College of Agricultural Banking) to expose students to the functions of RBI and financial education measures initiated by RBI.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

The main Programme Objectives are-

- To provide an in-depth understanding about management education to the students
- To equip students with the knowledge to explore the newly created opportunities in the management profession
- To train the students in soft skills and personality development effectively
- To inculcate self-employment skills in the students to make them independent
- To develop entrepreneurial skills

- To impart basic and specialised knowledge in various fields like Finance, Marketing and Human Resources.

The outcomes of the above objectives are monitored -

In Accounts, students are given practical assignments so that they can apply the theory to the real world and have a better understanding of the concepts. These assignments include:

- Visit to a business organisation and collecting information about their books of accounts and understanding their method of accounting.
- Analysis and Interpretation of Financial Statements from the Annual Reports of Companies
- Article review relating to recent trends in accounting and finance
- In subjects like Human Resource Management, Marketing, Personality Development, Communication Skills, Business Organisation and Systems, Business Exposure etc. We have a combination of practical and theoretical approaches to make the subject more effective through assignments which include mind mapping, projects, power point presentations, Industrial Visits and competitions. In Law, students are encouraged to study at least one Act which is not covered in the syllabus. These are presented in the class by the students. The students are given first hand training to collect primary data and prepare a research report with proper data analysis (hypothesis testing along with the graphical presentation, thus making them more confident to face the challenges posed by the corporate world.

All these measures ensure a holistic development of our students.

Students undergo a continuous assessment pattern which keeps them regularly in study mode. The assessment is done via a variety of testing methods-online exams, class tests, projects, case studies and so on.

Questions are asked during the lectures to check their understanding of the lessons. The nature of all testing is to assess the level of knowledge acquired, the capacity to apply it and skills developed. On the basis of these evaluations we are able to conduct revision classes, retests, hold counselling sessions, and recommend ambitious projects and programs for the advanced and talented students.

35. Highlight the participation of students and faculty in extension activities.

Our staff and students actively participate in social service programmes. They visit orphanages, homes for the aged, hospitals, institutions for the visually impaired and physically challenged. Our students first carry out a survey to assess the needs and collect resources to meet these needs. Games and events are organised for the inmates of these institutions.

36. Give details of “beyond syllabus scholarly activities” of the department.

Published/ presented:

1. Mrs. Abhradita Chatterjee Nahvi Sibar – Pune (2012) National Seminar ISBN: 97881908387-8-8
- Mera Gaon, Mera BPO – For National Seminar on India vs. Bharat – Bridging the Urban Rural Divide

- Prestige Institute Of Management–Indore (2013) International Seminar ISBN-978935062-002-1
 - Cross Border Lease as Prospects for Indian Economic Growth
 - Sibar – Pune (2013) National Seminar ISBN: 97881908387-9-5
 - An Empirical Study in Balancing Work and Family Amongst Women - Redefining Management Practices: a Perspective in Changing Business Scenario.
 - ACACS - PUNE (2013) National Seminar
 - Ethical Issues In Advertising ISSN: 2278808
2. Mrs. Isha Mehra -
- Mehra Isha, Seth Monu, Gupta.H.P, (2014) Indian Derivative Market: Evolution and Emerging Challenges in Business Innovation & Technology: Issues & Challenges. ISBN-978-93-81212-78-3.
 - Mehra Isha, Gupta H.P, Sharma B.K (2014) ‘Derivative: Trading Framework, its Challenges and Growth Prospective.’ In Globalisation of Information Technology in Present Era. Pp.152-157, ISBN-978-93-84138-08-0.
 - Aggarwal Abhishek, Mehra Isha, (2014) ‘Climate Change Challenges and Management.’ In Managing in a Global Economy: Geographical Constraints and Perspectives. Pp.79-86, ISBN-978-93-81212-47-9.
 - Mehra Isha, Gupta H.P, Sharma B.K, (2014) ‘Emerging Growth of Derivative Market in India.’ in Managing a Global Economy: Geographical Constraints and Perspectives. Pp.94-100, ISBN-978-93-81212-47-9.
 - Mehra Isha, ‘Role of Brand Extension with Reference to Consumer Perception’, Emerging Trends & Various Challenges for Business and Management, Chandigarh Business School, Chandigarh, 2012.Pp.184-193, ISBN-978-93-81212-05-9.
 - Presented a paper titled ‘Indian Business and Succession Planning’ in the National Conference On Changing Management Paradigms: Ways to Manage at Swami Satyanand College of Management and Technology, Amritsar on March 27, 2012.
 - Presented a Paper Titled ‘Emergence of Rural Market: Challenges and Opportunities in India’ in the National Seminar on Impact of Advertisement Sponsored by UGC held at Shahzada Nand College, Amritsar on February 25th -26th, 2012.
 - Presented a Paper titled ‘Impact of Advertisement’ in a UGC, Sponsored National Seminar by Shahzada Nand College, 2012.
 - Presented a paper titled ‘Indian Rural Marketing: Strategies and Challenges’ in National Seminar sponsored by at R.S.D College, Firozpur City, 2012.
3. Mrs. Rekha Kankariya – has co-authored text books
- 1) Business Administration Paper-III for T.Y.B.Com New Syllabus June 2015 for Nirali Prakashan ISBN 935164547-9 (Written 4 Chapters of Finance)
 - 2) Financial Services for TYBBA New Syllabus June 2015 for Nirali Prakashan ISBN 935164840-0 (Edited the entire book of 5 Chapters to bring it in the new syllabi format)

37. State whether the programme/department is accredited/ graded by other agencies. Give details.

No

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

• **Strengths**

1. Dedicated faculty
2. Variety of credit courses offered
3. Practical assignments, workshops/seminars with hands- on experience for the students to enable them to face the challenges in the corporate world

• **Weaknesses**

1. None of the staff have a Ph. D.
2. Non availability of Government grants.

• **Opportunities**

1. To explore and introduce such additional credit courses that would increase the employment opportunities and enrich students' knowledge.
2. Restructuring the syllabus under autonomy with latest developments.
3. To establish collaboration with the Industry.

• **Challenges**

1. Getting updated on contemporary issues and research relating to business.
2. Preparing students for global competency.

39. Future plans of the department.

- Organising additional credit courses to enhance management skills.
- Undertaking Environment enhancement activities and projects.



Department of Bachelor of Business Administration (Computer Applications)

1. Name of the Department and its year of establishment:

Department of Computer Application (2007)

2. Names of Programmes/Courses offered (UG, PG, M.Phil.,Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG –B.B.A. (Computer Application)

Formerly known as B.C.A- Self Financing

3. Interdisciplinary courses and departments involved:

NIL

4. Annual/ semester/choice based credit system:

Up to 2012-2015 Semester system- University Pattern.

From 2015 on wards the course acquired autonomous status. Choice Based Credit Semester System with grading pattern has been implemented.

5. Participation of the department in the courses offered by other departments:

Our faculty teaches the subject IT in Management for the BBA course

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors):

	Sanctioned	Filled
Asst. Professors	04	04

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.):

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Mrs. Divya Chitre	M.Sc.	Assistant Professor	Computer Science	8 years	-
Ms. Deepali Agarwal	M.C.A.	Assistant Professor	Computer Application	7 years	-
Mrs. Monika Rajguru	M.Sc. M.Phil.	Assistant Professor	Computer Science (Digital Image Processing)	8 years	-
Mrs. Kaajal Jaisinghani	M. Com. SET	Assistant Professor	Business Administration	1 year	-

8. Percentage of classes taken by temporary faculty – programme-wise: information: 75%

9. Programme-wise Student Teacher Ratio:

Year	Class	No. of Students	Student-Teacher Ratio
2012-2013	F.Y.B.C.A.	60	60:1
	S.Y.B.C.A.	57	57:1
	T.Y.B.C.A.	52	52:1
2013-2014	F.Y.B.C.A.	47	47:1
	S.Y.B.C.A.	54	54:1
	T.Y.B.C.A.	55	55:1
2014-2015	F.Y.B.C.A.	73	73:1
	S.Y.B.C.A.	41	41:1
	T.Y.B.C.A.	51	51:1
2015-2016	F.Y.B.B.A.(C.A.)	64	64:1
	S.Y.B.C.A.	64	64:1
	T.Y.B.C.A.	33	33:1
2016-17-as on 25/7/16	F.Y.B.B.A.(C.A.)	55	55:1
	S.Y.B.B.A.(C.A)	53	53:1
	T.Y.B.C.A.	53	53:1

10. Number of academic support staff (technical) and administrative staff: Sanctioned and filled:

Academic support staff (technical)- 1

Lab Assistants -1

Administrative staff - 1

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise:

Not Applicable

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received:

Not Applicable

13. Research facility:

Not Applicable

14. Publications:

- Number of papers published in peer reviewed journals (National/ International) -
Monographs - NIL
Chapter(s) in Books - 2 Chapters by Mrs. Monika Rajguru
- Editing Books - NIL
- Books with ISBN numbers with details of publishers - 1
Enterprise Resource Planning and Management B.C.A Sem. IV ISBN 978-93-5158-197-0, Published by Mr. Rajesh M. Patne, Success Publications, Pune

- Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)- NIL
- Citation Index – range/average-NIL
- SNIP-NIL
- SJR-NIL
- Impact factor – range/average-NIL
- h-index-NIL

15. Details of patents and income generated-NIL

16. Areas of consultancy and income generated-NIL

17. Faculty recharging strategies

Our faculty has participated in a number of workshops, seminars, conferences held at State and National levels and undergone Faculty Development training programs. Faculty members have frequent academic interactions with peers and experts from the industry. They are encouraged to write research papers, author books, and organize events and conferences which enhance their leadership and decision making skills and bonds us together as one team and nurtures team spirit.

Year	Seminar/ Workshop/ Conferences	Topics	Location and Date	Faculty attended
2012-13 (18 th Jan 2013)	Workshop	Restructuring of syllabus for B.C.A.	Indira Col- lege of Commerce and Science, Pune	Mrs. Divya Chitre Mrs. Deepali Agarwal
2013-14 16 th Aug 2013	Workshop	Restructuring of syllabus for B.C.A.	D. Y. Patil College	Mrs. Divya Chitre Mrs. Deepali Agarwal
2013-14 6 th Feb 2014	Workshop	Restructuring of syllabus for B.C.A.	Indira Col- lege of Commerce and Science, Pune	Mrs. Monika Rajguru Mrs. Deepali Agarwal
2013-14	Workshop	Examination system	Pune univer- sity	Mrs. Divya Chitre
2013-14 19 th March 2014	Workshop	Restructuring of syllabus under B.C.A. board of studies	Indrayani Mahavidya- laya, Tel- egaon	Mrs. Divya Chitre Mrs. Monika Rajguru
2014-15 23 Dec 2015	Workshop	Restructuring of syllabus for B.C.A.	D. Y. Patil College	Mrs. Divya Chitre Mrs. Deepali Agarwal

2014-15 24th July 2014	Workshop	Restructuring of syllabus for B.C.A.	D. Y. Patil College	Mrs. Divya Chitre Mrs. Deepali Agarwal
2015-16 30th July 2015	Workshop	Restructuring of syllabus for B.C.A.	D. Y. Patil College	Mrs. Divya Chitre Mrs. Monika Rajguru
2015-16 4th Jan 2016	Workshop	Restructuring of syllabus for B.C.A.	D. Y. Patil College	Mrs. Divya Chitre Mrs. Monika Rajguru

18. Percentage of students who have done in-house projects including inter-departmental

100 %

Percentage of students doing projects in collaboration with industries/ institutes:

NIL

19. Awards/recognitions received at the national and international level by:

NIL

20. Seminars/Conferences/Workshops organized and the source of funding (national /international) with details of outstanding participants, if any.

Planning an Inter Departmental State level seminar organized by Computer Science Dept. and Computer Application on 'Growing trends in Computer Science and Applications' at our college (2016-17) - (Self Financed)

21. Student profile course-wise: BBA (Computer Application)/BCA

Academic Year	Application Received	Selected	Pass Percentage
2012-2013	52	52	94.2
2013-2014	55	55	69.1
2014-2015	50	50	66.0
2015-2016	33	33	33.3

22. Diversity of Students : BBA (Computer Application)/BCA

Academic Year	% of Students from college	% of Students from same state	% of Students other state	% of Students other country
2012-2013	18.33	85.00	15.00	0.00
2013-2014	19.15	91.49	8.51	0.00
2014-2015	27.40	94.52	5.48	0.00
2015-2016	28.13	89.06	10.94	0.00

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

NIL

24. Student progression:

U.G. to P.G. B.B.A. (Computer Application)/B.C.A.

Year	Percentage against enrolled
2012-2013	40.38
2013-2014	54.55
2014-2015	31.37
2015-2016	9.09

Employed– 36 (as per available records, excluding campus recruitment)

Campus selection-

Year	No. enrolled	No. Placed	%
2012-13	35	12	34.2
2013-14	16	10	62.5
2014-15	26	16	69
2015-16	22	22	100

- Other than campus recruitment– as mentioned above

Entrepreneurs-

Mayuri Darda (choreographer) has set up MD Dance Studio Pune.

25. Diversity of staff:

Percentage of faculty who are graduates	
Of the same parent university :	66.67 %
From other universities within the State:	0 %
From other universities from other States:	33.33 %

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period:

NIL

27. Present details about infrastructural facilities:

Second floor houses a state of art Digital Library for accessing e-resources, CD/ DVD collection, collection related to non-aided courses, reference books, question papers , journals , reprography facility, reading room and B.C.A. Lab. 16 computers and internet facility to access online journals and e-books through subscribed databases as well as open sources and reading room facility available. To save the time of the user adequate signage is displayed for easy access to various facilities and services.

- Staff room and administrative block dedicated for B.B.A. and B.B.A.(C.A.) department

Total number of class rooms -3

Class rooms with ICT facility - 3

Students' laboratories – 1 (with 36 computers and LCD projector)

Research laboratories -NIL

28. Number of students of the department getting financial assistance from College: 31

Year	Number of students
2012-2013	3
2013-2014	5
2014-2015	9
2015-2016	8
2016-2017	6

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

Yes, our interactions with students and ex-students have revealed that they are interested in short term, add on courses such as personality development, foreign languages, tally, introduction to film making, dance, etc. Therefore the college introduced these as additional credit courses with appropriate credit points. Feedback from students is taken to shortlist courses desired by students. These are then scrutinized for feasibility before they are finally floated

30. Does the department obtain feedback from

a. Faculty

The department holds staff meetings regularly to discuss all matters pertaining to the curriculum as well as teaching-learning-evaluation process. Based on the feedback from staff, the teaching-learning-evaluation model is refined and redefined. The curriculum is revised every five years with inputs and guidance from industry experts, peers and ex-students.

b. Students

We have a feedback software developed Mrs. Ashwini Kulkarni (Dept. of Computer Science). Feedback on staff, curriculum, teaching-learning evaluation are taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis.

c. Alumni and employers

The feedback from employers and alumni is obtained and discussed at the departmental meetings and all placement officers are updated. The feedback helps in enhancing the pre-placement activities.

31. List the distinguished alumni of the department (maximum 10)

Shienel Ambrose	Designing Aeon Fantasy, Japan
Niharika Sharma	Project Manager, Qurious Media Pvt. Ltd.
Swarda Kalekar	Dev Ops Engineer in TCS
Sneha Bhosale	Project lead in Syntel
Mayuri Mitra	Senior Analyst in Deutshes bank
Priyanka Nair	Sales force developer into cloud computing at PTC
Rituja Binaram	Sr. project engineer at Wipro

Deepika Chaudhary	HSBC Software developer
Netra Jadhav	Tiepo Software technical specialist
Neha Wadhwa	SQL Server DBA, Zensar Technologies

32. Give details of student enrichment programmes (special lectures/ workshops/ seminar) with external experts.

Year	Enrichment Programme	Subject / Organized by	Details (Topic / Venue)	External Expert
2012-13	Guest lecture	Electronics	Programming for Yourself	Mr. Kunal Dabir, Senior Project Manager in Thought-works, Pune
	Workshop	SVIMS	Explore the genius within – synergy with energy	Mr. Dinesh Nathani
2013-14	Guest Lecture	Electronics	Soft Skills for the students of Computer Science, BBA and BCA.	Mr. Vikram Sharma, Senior Project Manager in L and T Infotech, Pune
	Mock interview	Computer science	Mock interview was arranged for students of B.Sc.(computer science) and B.C.A.	Seed Infotech
2014-15	Workshop	SVIMS	Workshop on motivation for M.B.A., B.B.A. and B.C.A. students	Rotary Club Pune
	Seminar	B.C.A. and B.Sc.(C.S.) Departments	Seminar on current trends in IT industry	From Seed Infotech The speakers Mr. Anjali Agarwal and Mr. Nileshchavan
	Guest lecture	Computer Science	CLOUD COMPUTING and BIGDATA” was organized for T.Y.B.Sc. and T.Y.B.C.A. students	Mr. Agarwal, Seed Infotech, Pune
	Seminar	SVIMS	Seminar on ‘Multiple intelligence skills that recruiters seek’	Mr. Jiten Sandhu
	Workshop	SVIMS	On Social Awareness	Mr. Surendra Shroff
	Seminar	SVIMS	‘Managers not MBAs’	Mr S. Balasubramanium (CFO Zensar India Ltd.)

	Workshop	B.C.S.(C.S)	Animation in 3D movies	Arena Multimedia
2015-16	Guest Lecture	B.C.A.	Socket Programming in Java for B.C.A. and B.C.S.(C.S.) students	Mr. Tapan Mondal
	Guest Lecture	B.C.A.	On AJAX	Mrs. Swati Pulate
	Competition	B.C.A.	Seed IT Idol 2016-Seed Infotech for students jointly with SavitribaiPhule Pune University.	Mr Manish from Seed Infotech
	Workshop	B.C.A.	“careers in animation”	Arena Multimedia
2016-17	Guest lecture	Computer Science	Phython Programming	Mr. Narendra Petkar - GS LAB Pune
	Guest Lecture	B.C.A.	Collection Classes	Prof. Satish Kunjar
	Video conference	Computer Science	Multi Threading in Java and its application	Mr. Dhananjay Jadhav, New Jersey
2012 till date	‘EXODUS’ an Inter Collegiate Fest . with corporate sponsorships	B.C.A. B.B.A.		

Popular events - ranging from IT Quiz, management quiz, face painting, Bollywood quiz, Mad Ad,s dance, Management Quiz,Singing and photography competitions,Debate and street plays are conducted with

External experts as judges.

33. List the teaching methods adopted by the faculty for different programmes.

- InteractiveLecture method
- Audio/Video and power point presentations
- Group discussions
- Using PPT and Presentations by the students
- Demonstrations with careful monitoring in practical
- Practical Assignments
- Quiz
- Projects with programming, with individual, one to one follow up.
- Remedial Teaching sessions for slow learners and special assignments for advanced learners.
- Poster Competitions – for e.g. the one on ‘Be Water Smart’ attracted several students of the college from all departments.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

Students undergo regular continuous assessment in a variety of testing methods and activities – online exams, class tests, seminars, projects, student presentations, question answer sessions, poster making etc. The nature of all testing is to assess the level of knowledge acquired, the capacity to apply it and skills developed. Analysis of performance of assessments is done by the H.O.D/Coordinator. On the basis of these evaluations we are able to conduct revision classes, retests, hold review sessions, counselling and recommend ambitious projects and programs for the advanced and talented students

Questions are asked during the lectures and practicals to check their understanding of the lesson. Activities are performed by the students after every topic is completed in theory of Computer Application. Project work is assigned in teams to the students in the form of mini projects and is monitored by the respective project guides. In Statistics, orientation of logic and objectivity in solution of problems of development and growth is tested through projects and assignments. We give basic training in operation research which helps them to solve practical corporate problems. We organize ‘Exodus’ annually- an Inter Collegiate Fest with some academic events as well such as Quiz in IT and management. External experts are invited as judges who also provide their feedback. Through these exercises, we ensure that our programme objectives in providing a depth of knowledge in the discipline of Computer Application with a fine blend of practical abilities are met.

35. Highlight the participation of students and faculty in extension activities:

Students and faculty visit orphanages, homes for the aged, hospitals and schools for the visually impaired and handicapped and conduct social service programmes. We prepare audio question papers and audio answer books for the visually impaired students of our college. Besides, we are in the process of making an audio prospectus and collect other study and reference material.

36. Give details of ‘beyond syllabus scholarly activities’ of the department.

Mrs. Monika Rajguru has authored the book ‘Enterprise Resource Planning And Management’, B.C.A Semester IV, ISBN 978-93-5158-197-0, Published by Mr. Rajesh M. Patne, Success Publications, Pune

37. State whether the programme/department is accredited/graded by other agencies. Give details.

Not Applicable

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

- Dedicated faculty
- Excellent infrastructure - Well equipped labs with internet access and library facilities
- Good progress in placement – reached 100 % enrollment in 2015 – 16 in top companies such as TCS, Infosys, Wipro, Cognizant, HSBC, Zensar, ATOS, i- Gate, Syntel, Concentrix, KPMG

Weaknesses

- Staff to clear NET / SET
- Non-availability of government grants.

Opportunities

- To explore and introduce computer related additional credit courses that would increase the employment opportunities and enrich students' knowledge.
- Restructuring the syllabus under autonomy with latest developments.
- To establish collaboration with the Industry.

Challenges:

- Getting updated on current trends and research amidst the high rapid growth in computer technology.
- Prepare students for global competency

39. Future plans of the department.

- To undertake live projects in IT
- Implementation of additional credit courses to increase the employment opportunities
- To explore possibilities in facilitating learning amongst the visually impaired students of our college using computer technology and aim to obtain placement in good companies for them.



Department of Computer Science

1. Name of the Department and its year of establishment:

Department of Computer Science, 2004.

2. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, Integrated Ph.D., etc.): Undergraduate Programme in B.Sc. (Computer Science)-Self Financing.

3. Inter-disciplinary courses and departments involved:

Nil.

4. Annual/ semester/choice based credit system:

Up to 2012-2015, we followed the Semester system according to the University Pattern. From 2015 onwards the course acquired autonomous status. We follow Choice Based Credit Semester System with Grading pattern.

5. Participation of the Department in the courses offered by other departments:

The Faculty have taught some of the classes of the B.C.A. course and are members of the Board of Studies of B.C.A. and B.Com. They are also paper setters at prominent Universities (S.P.P.U. and Bharatiya Vidyapeeth)

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/Assistant Professors):

	Sanctioned	Filled
Assistant Professors	11	11

7. Faculty Profile with Name, Qualification, Designation, Specialisation, (D. Sc. / D.Litt. /Ph. D. / M. Phil. etc.):

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students Guided for last 4 years
Mrs. Anitha Menon	M.Phil. N.E.T. and SET	Assistant Professor	Electronics	17	-
Mrs, Swati Sarwate	M.Sc. N.E.T.	Assistant Professor	Electronics	17	-
Mrs. Anjali Dnyandeep Kale	M.Sc. SET	Assistant Professor	Statistics	17	-
Mrs. Gitanjali Phadnis	M.Sc.	Assistant Professor	Mathematics	12	-

Mrs. Ashwini Kulkarni	M.C.S.	Assistant Professor	Computer Science	13	-
Mrs. Vrushali Paranjpe	M.Sc.	Assistant Professor	Mathematics	11	-
Mrs. Smita Borkar	M.C.S.	Assistant Professor	Computer Science	10	-
Mrs. Shubhangi Jagtap	M.Sc.	Assistant Professor	Computer Science	10	-
Mrs. Swati Vijay Pulate	M.C.S.	Assistant Professor	Computer science	8	-
Mrs. Alka B. Kalhapure	M.Sc.	Assistant Professor	Computer Science	8	-
Mrs. Priya Talawar	M.Sc.	Assistant Professor	Computer Science	1	-

8. Percentage of classes taken by temporary faculty:

72%

9. Programme-wise Student Teacher Ratio :

Programme-wise information:

Year	Class	No. of Students	Student-Teacher Ratio
2012-2013	F.Y.B.Sc.	65	65:1
	S.Y.B.Sc.	34	34:1
	T.Y.B.Sc.	31	31:1
2013-2014	F.Y.B.Sc.	46	46:1
	S.Y.B.Sc.	44	44:1
	T.Y.B.Sc.	36	36:1
2014-2015	F.Y.B.Sc.	75	75:1
	S.Y.B.Sc.	38	38:1
	T.Y.B.Sc.	46	46:1
2015-2016	F.Y.B.Sc.	66	66:1
	S.Y.B.Sc.	45	45:1
	T.Y.B.Sc.	37	37:1

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled:

Academic support staff (technical): 1

Lab assistants: 3

Administrative staff: 1

11. Number of faculty with ongoing projects from a) National b) International funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

Nil.

12. Departmental projects funded by DST-FIST, DBT, ICSSR, etc.; total grants received:

Not Applicable

13. Research facility/Centre:

Nil.

14. Publications:

- Details of patents and income generated- Nil

Sr. No.	Name Of Faculty	National Papers	International Papers	Mono-graphs/Proceedings	Chapters in Books/Books Edited	Edited Books	International Database	Citation Index	H Index
1	Mrs. Alka B. Kalhapure -	4	1						
2	Mrs. Smita Borkar		1						

15. Details of patents and income generated:

Nil.

16. Areas of consultancy and income generated :

Honorary consultancy by

- Mrs. Stella Ambrose (Vice-Principal and Co-ordinator at St. Mira's) to St. Ann's College for Women, Hyderabad on Autonomy.
- Mrs. Anjali Kale, who delivered a lecture at T.J. College, Khadaki, in December 2014, on 'Real Life Applications of Statistics'.

17. Faculty Recharging Strategies:

Our faculty has participated in workshops at the State and National levels, International symposiums, International research conferences and Faculty Development training programs. These exercises have helped them not only in updating themselves but also in establishing an academic network with peers and experts. Moreover, we are in touch with professors and experts from other countries through interactive video conferencing sessions for both students and staff. We are members of Boards of Studies of other programmes like B.C.A. and B.Com.

Year	Seminar/ Workshop/ Conferences	Topics	Location	Faculty attended
2012-13	Workshop	Implementing of F.Y.B.Sc.(Computer Science) syllabus	Nowrosjee Wadia College, Pune	Mrs. Swati Pulate

2012-13	Seminar	Seminar on 'Opportunities for Indian Education in Linux'	Poona College, Pune.	Mrs. Ashwini Kulkarni Mrs. Smita Borkar
2012-13	Seminar	Seminar on 'Recent Trends in Computer Science and Computational Mathematics'	Indira College	Mrs. Ashwini Kulkarni Mrs. Vrushali Paranjpe Mrs. Smita Borkar Mrs. Shubhangi Jagtap Mrs. Gitanjali Phadnis
2012-13	Conference	International Research Conference on Advances in Management, Technology and Social Sciences	Hotel Aurora Towers, Pune	Mrs. Alka Kalhapure
2012-13	Workshop	Workshop on 'Pedagogical Teaching Plan of F.Y.B.Sc. and S.Y.B.Sc. Electronics Science Syllabus'	Savitribai Phule Pune University, Pune	Ms. Swatee Sarwate Ms. Anitha Vinod
2012-13	International Symposium	International Symposium on Physics and Technology of Sensors	CMET and SAPPU.	Ms. Swatee Sarwate Ms. Anitha Vinod
2012-13	Workshop	'Views in Electronics Syllabus Upgradation for F.Y.B.Sc. (C.S.)'	Fergusson College, Pune	Ms. Swatee Sarwate Ms. Anitha Vinod
2013-14	Workshop	Restructuring of S.Y.B.Sc. (Comp.Sc.) syllabus	K.T.H.M. College, Nasik.	Mrs. Ashwini Kulkarni Mrs. Smita Borkar
2013-14	Workshop	'Examination System'	A.I.S.S.M.S. College, Pune	Mrs. Ashwini Kulkarni
2013-14	Workshop	NET/SET in Computer Science and Mathematics	Indira College, Pune	Mrs. Shubhangi Jagtap Mrs. Gitanjali Phadnis Mrs. Vrushali Paranjpe Mrs. Ashwini Kulkarni
2013-14	Workshop	Restructuring of S.Y. B. Sc. (Comp. Sc.) Mathematics Syllabi	Abasaheb Garware College	Mrs. Vrushali Paranjpe

2013-14	Workshop	'Implementation of F.Y.B.Sc. (Computer Science) and Restructuring of S.Y.B.Sc. (Comp. Sc.) Electronics Syllabus for B.Sc. (Comp. Sc.)'	M.I.T. College, Pune	Ms. Swatee Sarwate Ms. Anitha Vinod
2013-14	Workshop	'Promotion of Excellence in Electronic Science'	Fergusson College, Pune	Ms. Swatee Sarwate Ms. Anitha Vinod
2013-14	Workshop	'Restructuring of T.Y.B.Sc. (Comp. Sc.) Computer Science Syllabus'	H.V. Desai College Pune	Mrs. Swati Pulate Mrs. Alka kalhapure Mrs. Ashwini Kulkarni Mrs. Smita Borkar Mrs. Shubhangi Jagtap Mrs. Shilpa Ghotnekar
2014-15	National Conference	'Advances in Electronics and its Inter- disciplinary Applications'	Fergusson College, Pune	Ms. Swatee Sarwate Ms. Anitha Vinod
2014-15	Workshop	'Lab Course: Implementation of T.Y.B.Sc. (Comp. Sc.)'	P.V.G. College of Science, Pune	Mrs. Ashwini Kulkarni Mrs. Smita Borkar Mrs. Swati Pulate Mrs. Alka kalhapure
2015-16	Workshop	'Computer Graphics', a new subject added in Course I T.Y.B.Sc. (Comp. Sc.) Semester V	Savitribai Phule University, Pune	Mrs. Shubhangi Jagtap Mrs. Shilpa Ghotnekar
2015-16	Workshop	Mathematics for Research Students	Savitribai Phule University, Pune	Ms. Anitha Vinod
2015-16	Workshop	Critical Skills for Career and Personal Success	S.V.I.M., Pune	Mrs. Anjali Kale
2016-17	Seminar	Role of Advanced Sensors in the Development of Smart City	Modern College, Pune	Ms. Swatee Sarwate Ms. Anitha Vinod

18. Student Projects

- Percentage of students who have done in-house projects (including inter-departmental)
100%
- Percentage of students doing projects in collaboration with industries/institutes: 1
Three students of Electronics participated in a robotics workshop with the help of ATMEL, a company.

19. Awards/recognitions received at the National and International level:

Nil.

20. Seminars/conferences/workshops organised and the source of funding (National/International) with details of outstanding participants, if any.

The Department of Electronics organised a workshop on 'Implementation of S.Y.B.Sc. (C.S.) Electronics Syllabus' at our college on the 27th of June, 2014. (2014-15)

(Self Financed).

Some of the resource persons being:

Speakers	Designation
Prof. A.D. Shaligram	H.O.D., Department of Electronics, S.P.P.U., B.O.S., S.P.P.U.
Prof. J.V. Khedkar	Professor in Electronics, Fergusson College, B.O.S SPPU
Dr. P.B. Buchade	Vice-Principal, H.O.D. Abasaheb Garware College, B.O.S., S.P.P.U.
Dr. D. Gharpure	Professor of Electronics, S.P.P.U.

We are also planning an Inter-departmental State level seminar organised by the Departments of Computer Science and Computer Applications on 'Growing trends in Computer Science and Applications' at our college, St. Mira's in the academic year 2016-17 (Self Financed).

21. Student profile course-wise:

B.Sc. (Computer Science)

Academic Year	Application Received	Selected	Pass Percentage
2012-2013	34	34	61.8
2013-2014	35	35	77.1
2014-2015	44	44	68.2
2015-2016	37	37	86.5

22. Diversity of Students : B.Sc. (Computer Science)

Academic Year	Percentage of Students From Same College	Percentage of Students From Same State	Percentage of Students from Other States	Percentage of Students from Other Countries
2012-2013	20.76	81.53	17.69	0.76
2013-2014	26.98	86.50	13.49	-

2014-2015	22.012	86.16	13.83	-
2015-2016	15.54	90.54	9.45	-
2016-2017	9.14	84.6	15.4	-

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations?

Archana Singh has cleared the C.D.S. exam.

24. Student Progression:

UG to PG:

Year	Percentage Against Enrolled
2012-2013	73.52
2013-2014	75
2014-2015	69.56
2015-2016	75.67

Employed–31 (as per available records, excluding campus recruitment)

- Campus selection:

Year	No. Enrolled	No. Placed	Percentage
2012-13	17	6	35.29
2013-14	11	10	90.9
2014-15	20	10	50
2015-16	16	16	100

- Other than campus recruitment–as mentioned above.

Entrepreneurs–Rani Gawade, an alumnus of our Department, has set up a Computer Academy (Winners Edge).

25. Diversity of Staff:

Percentage of faculty who are graduates		
a)	Of the same parent university	81.81%
b)	From other universities within the State	0%
c)	From other universities from other States	18.18%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period:

Nil.

27. Present details about infrastructural facilities:

a) Library

1. A large library, spread across 2 floors, has the latest books, up-to-date online catalogues to search library holdings, Digital library facilities with access to syllabi, question papers, photos, newspaper clippings, etc. 16 computers and internet facility to access online journals and e-books through subscribed databases as well as open sources, spacious reading rooms and Reprography facility are provided.
- b) Internet facilities with 16 Mbps (Tata) connection are available at all 96 computers

in the laboratories, staff rooms and administrative blocks and in ready access for all students and staff.

- c) There are 3 class rooms with I.C.T facility (each with 1 computer and 1 LCD projector).
- d) There are 4 students' laboratories (with a total of 96 computers and 3 LCD projectors)
- e) Research laboratories: Nil.

28. Number of students of the department getting financial assistance from College: 22

Year	Number of students
2012-2013	1
2013-2014	
2014-2015	18
2015-2016	
2016-17	3

The college assists students to procure Government scholarships wherever applicable.

29. Was any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

Our interactions with students have revealed that they are interested in short add-on courses such as technical writing, software testing, Python, Quantitative techniques, etc. Therefore, we have initiated measures to introduce such courses as additional credit courses with appropriate credit points. Preliminary introductory lectures have been conducted. Feedback from students is taken on completion to analyse and plan such courses for the future.

30. Does the department obtain feedback from

a. Faculty

The department holds staff meetings regularly to discuss all matters pertaining to the curriculum as well as teaching-learning-evaluation. All staff are members of the Board of Studies and required amendments are implemented after discussions at the Board of Studies and Academic Council meetings.

b. Students

We have a Feedback software developed by Mrs. Ashwini Kulkarni (Department of Computer Science). Feedback on staff, curriculum, teaching-learning-evaluation is taken separately from every student. The application is capable of producing reports class-wise, subject-wise, teacher-wise, etc., to track minute details as well as overall consolidated tables to understand the status. The results of the feedback are e-mailed to the concerned staff members through the H.O.D for further analysis and needful action.

c. Alumni and employers

The feedback from employers and alumni is obtained and discussed in departmental meetings. Appropriate measures are taken in pre-placement activities. A competi-

tion ‘Seed I.T. Idol’, is organised, as a consequence of which students get more opportunities for employment. Arrangements are made for interactions between alumni and current students.

31. List the distinguished alumni of the department (maximum 10)

Kavita Kerwar	Won the prestigious Ghokale Cup for the college, M.S. from Melbourne University in IT, now working with Agile Project Manager at Qantas Sydney, Australia in Information Technology and Services.
Deepika Dixit	Working for Cognizant in Redmond, USA.
Soumya Nair	Did her M.S. from Steven Institute of Technology, Boston and serving there.
Saumya Udyar	Worked with well-known company Harbinger group, now serving for Liquidhub Corp.
Swati Agrawal	Working for an Infosys assignment in Amsterdam.
Vaishnavi Tupe	Completed her graduation in Bharatanatyam from Akhil Bharatiya Gandharv Sanstha. She is recognised as an ‘A’ grade artist by Doordarshan Kendra, Worli. Travelled internationally for her performance and won many prizes in the dance field.
HariPriya Naidu	Established a dance institute ‘Kalakriti institute of Performing Arts’. Trained Bharatnatyam dancer and in Zumba as well. Currently working with Wishtree Technologies as a relationship manager.

32. Give details of student enrichment programmes (special lectures/ workshops/ seminar) with external experts.

Enrichment Programme	Subject/ Organised by	Details (Topic/Venue)	External Expert
2012-13			
Guest lecture	Electronics	Nanotechnology and its Applications	Dr. Gauri Kulkarni, Department of Physics, S.P.P.U.
Guest lecture	Electronics	Programming for Yourself	Mr. Kunal Dabir, Senior Project Manager, Thought Works, Pune
Guest lecture	Computer Science	PHP Web Technology	Mr. Amol Chapekar, MD, Profileclips.com
2013-14			
Industrial visit	Electronics	‘Vitronics’	

Guest Lecture	Electronics	Soft Skills for the students of Computer Science, B.B.A and B.C.A.	Mr. Vikram Sharma Senior Project Manager in L & T Infotech, Pune
Guest Lecture	Electronics	New Innovation in Electronics	Prof. J. D. Khedkar, Fergusson College, Pune
2014-15			
Industrial visit	Electronics	Science Museum Pimpri	
Guest lecture via Skype	Electronics	‘While Entering into the IT World’	Mr. Iqbal Zamadar, Cognizant Technology, Florida
Guest lecture	Computer Science	Mobile Computing	Dr. Rajkamal, Former Vice-Chancellor, Indore University (DAVV)
Guest lecture	Computer Science	‘Cloud Computing and Bigdata’ was organised for T.Y.B.Sc. and T.Y.B.C.A. students	Mr. Agarwal, Seed Infotech, Pune
2015-16			
Industrial visit	Computer Science and Mathematics	Wipro Technologies, Hinjewadi, Pune	
Competition	Computer Science and Mathematics	Seed IT Idol 2016, Seed Infotech for students, jointly with Savitribai Phule Pune University.	
2016-17			
Guest lecture	Mathematics	‘Think Without Ink’	Dr. Santosh Dhotre, Department of Mathematics, Savitribai Phule Pune University
Guest lecture	Mathematics	C Programming	Prof. Lagad, Ahmednagar College
Guest lecture	Computer Science	Python Programming	Mr. Narendra Petkar GS Labs , Pune
Video conference	Computer Science	Multi Threading in Java and its Applications	Mr. Dhananjay Jadhav, New Jersey
Guest lecture	B.C.A.	Collection Classes	Prof. Satish Kunjar

Annually (2012 to 2017)			
'Teklogica ' an Inter- Col- legiate Fest .	Computer Science, Electronics, Mathematics and Statis- tics.	A plethora of academic events and competitions ranging from C Programming, project competitions with working models, poster making, pre- sentations, to making of short films are organised.	

33. List the teaching methods adopted by the faculty for different programmes.

- Interactive Lecture method.
- Demonstrations of equipment, industrial visits, project competitions.
- Audio-video and PowerPoint presentations.
- Group discussions.
- Case studies and examples are explained through enaction. This makes the lecture interactive and interesting for the students.
- Usage of open source software such as Scilab has made teaching-learning more effective in Mathematics and enhances the analytical abilities of the Students. This software helps students to see graphs generated in 3D, which otherwise is difficult to visualise.
- Using PPTs and lectures by the students on given topics increases the involvement of the students in the subject.
- Recommendations to students on specific areas from study resources, videos that are available online, e-magazines, educational CDs with follow up lecture sessions.
- Remedial teaching sessions for slow learners and special assignments for advanced learners.

34. How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

The syllabus is framed in tune with the programme objectives by the B.O.S.

Programme Objectives	Monitoring of Learning Outcomes
<p>Developing depth of knowledge in the discipline of computer science with sound practical abilities, proficiency in problem-solving techniques using the computer, analysis of complex problems, an algorithmic and practical approach to computation and its application, comprehension of modern software engineering principles, a sound knowledge of computer hardware in Electronics, ability to apply knowledge of Mathematics to develop and analyse computing systems, acquiring training in Statistical methodology of designing research tools and interpretation and analysis of data.</p>	<p>Students undergo regular continuous assessment in a variety of testing methods and activities—online exams, class tests, seminars, projects, student presentations, question answer sessions, poster making, etc. The results are analysed by the H.O.D./ Co-ordinator.</p> <p>Questions are asked during lectures and practicals to check students’ understanding of the lesson. The nature of all testing is to assess the level of knowledge acquired, the capacity to apply it and skills developed. On the basis of these evaluations we are able to conduct revision classes, retests, hold review sessions, counselling and recommend ambitious projects and programs for the advanced and talented students.</p> <p>The Electronics teachers follow a simple but effective process—a pre-practical exercise of assigning small units individually to every student to be perfected through <i>viva voce</i> and short tests which have made practical sessions a smooth and efficient experience. The feedback regarding this from students is very encouraging and shows very high performances.</p> <p>Activities are performed by the students after every topic is completed in the Theory of Computer Science. Project work is assigned in teams to the students in the form of mini projects and is monitored by the respective project guides.</p> <p>In Mathematics, practical problems are explained and solved manually, taking various examples. These practical assignments are performed using C Programming and ‘Scilab’—an open source free mathematical software, which builds a strong foundation for programming.</p> <p>In Statistics, application orientation of logic and objectivity in solution of problems of development and growth is tested—for e.g. students are asked to collect and analyse primary data from day-to-day life and secondary data from authorised websites.</p>
<p>Developing interest in high-level programming languages.</p>	<p>On the basis of interest shown by students, we decided to run an additional credit course in ‘Python’. The students have been exposed to a preliminary lecture by an external expert.</p>

<p>Developing interest in current and future technological innovations and upgraded knowledge.</p>	<p>We organise ‘<i>Teklogica</i>’ annually-an Inter-college fest of academic events and competitions in Computer Science, Electronics, Mathematics and Statistics. External experts are invited as judges who also provide their feedback. This helps to develop skills through hands-on experience. Guest lectures are organised as well as video conference sessions with experts from different parts of the world are held.</p> <p>Students of Electronics have attended workshops on Robotics. Review sessions of industrial visits (Electronics and Computer Science) are held to estimate the level of awareness of technology, understanding of work culture of the industry and exposure acquired.</p>
--	---

35. Highlight the participation of students and faculty in extension activities.

Students and faculty visit orphanages, homes for the aged, hospitals and schools for the visually impaired and handicapped, carry out surveys regarding their needs and then collect necessary items to conduct social service programmes.

36. Give details of “beyond syllabus scholarly activities” of the department.

- Mrs. Alka B. Kalhapure

Papers published:

1. ‘Information Technology and Mobile Computing’, International Research Conference on Advances in Business Management, Engineering, Technology and Social Sciences, Vol-II Issue 3 (IV), December 2012 ISSN no.2249-7455, 3 November, 2012.

2. Business Communication and New Technologies of Communication.

- Mrs. Smita Borkar

1. ‘Bar Code Technology’, ‘International Conference on Contemporary Issues in Management, Technology and Economics,’ (ICCIMTE-2012) sponsored by B.C.U.D., S.P.P.U., 23-25 February, 2012.

International Journal of Advances in Management, Technology and Engineering Sciences (IJAMTES), ISSN Number: 2249-7455, Vol 1 Issue 5(I), Feb 2012.

- Mrs. Swati Sarwate

Presented a paper at a National Level Seminar on ‘Digital Water Marking’ in ‘RAI-IP-2012’ organised by Pratibha College of Commerce and Computer Studies.

- Our students have participated in ‘Avishkar’, a zonal level project competition organised by S.P.P.U. Their projects in Electronics:

2015-16 ‘Alcohol Level Indicator’ and ‘Water Level Indicator’

2014-15 ‘Path Sensor Robot’.

37. State whether the programme/department is accredited/graded by other agencies. Give details.

Not applicable.

38. Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department:

Strengths

1. Dedicated and united faculty.
2. High level of staff retention.
3. Excellent infrastructure. Well-equipped labs with internet access and library facilities.
4. Interest in faculty in providing automations for the college utilising their computer and programming skills.
5. Good progress in placement–reached 100% of enrolment in 2015–16 in top companies such as T.C.S., Infosys, Wipro, Cognizant, H.S.B.C., Zensar, A.T.O.S., i-Gate, Syntel, Concentrix, and K.P.M.G.

Weaknesses

1. More staff to clear NET/SET.
2. Non-availability of Government grants.

Opportunities

1. To explore and introduce such computer related additional credit courses that would increase employment opportunities and enrich students' knowledge.
2. Restructuring the syllabus under autonomy with latest developments.
3. To establish collaboration with the Industry.

Challenges

1. Getting updated on current trends and research amidst the high and rapid growth in computer technology.
2. Prepare students for global competency.

39. Future plans of the department:

- Introduction of e-learning.
- Development of more software and electronic devices for the college.
- Implementation of additional credit courses to increase the employment opportunities.



Department of Physical Education

1. Name of the Department & its year of establishment –

Department of Physical Education (1962)

2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)–

UG: (i) Physical Education as Compulsory subject for all FY classes.

3. Interdisciplinary courses and departments involved – NIL

4. Annual/ semester/choice based credit system – Semester-Choice Based Credit System with Grading

5. Participation of the department in the courses offered by other departments –

As Subject Expert in PG Additional Credit Courses-

6. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

	Sanctioned	Filled
Professors	Nil	Nil
Assistant Professors	-	-
Associate Professors	1	1

7. Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. Of Years of Experience	Nos of PhD students guided for last 4 years
Dr. Manju Jugadar	BA, B.P.Ed. M.P.Ed. Ph.D.	Associate Prof. (HOD)	Athletics	21	NA

8. Percentage of classes taken by temporary faculty – programme-wise information

NIL

9. Programme-wise Student Teacher Ratio:

1. F.Y.B.A.

Year	Class	No. of Students	No. of Teachers /class	Student-Teacher Ratio
2012-2013	F.Y.B.A.	150	2	1:75
2013-2014	F.Y.B.A	187	2	1:93

2014-2015	F.Y.B.A.	243	2	1: 121
2015-2016	F.Y.B.A.	221	2	1:110
2016-2017	F.Y.B.A	203	2	1:101

2. F. Y. B. Com

Year	Class	No. of Students	No. of Teachers /class	Student-Teacher Ratio
2012-2013	F.Y.B.COM	346	3	1:115
2013-2014	F.Y.B.COM	350	3	1:116
2014-2015	F.Y.B.COM	361	3	1:120
2015-2016	F.Y.B.COM	257	3	1:85

10. Number of academic support staff (technical) and administrative staff: sanctioned and filled-

As per overall Government staffing pattern

11. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Mention names of funding agencies and grants received project-wise.

NIL

12. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grant received

Not Applicable

13. Research facility / centre –

Not Applicable

14. Publications: Refer table below:

Sr. No.	Name of Faculty	National Journals	International Journals	Books
1	Dr. Manju Jugadar	3	4	1

15. Details of patents and income generated – NIL

16. Areas of consultancy and income generated – NIL

17. Faculty recharging strategies –

Conference Participation and Paper Presentation

International

- Participated in the first Pune International Marathon ‘SYMPOSIUM-2014’ held on 5th December 2014 in Pune.
- Participated and presented a paper entitled ‘Role of Yoga in Sports’ in the 25th Pan Pacific Asian Conference of Sports & Physical Education, 2014 from 8th to 10th August 2014, Hyderabad.
- Participated in the International Seminar on ‘Health Related Physical Fitness and Wellness’, from 22nd to 23rd August 2014, Udupi.
- Participated in the 8th International Conference on ‘Yoga: Tradition-Modern-Technology’, on 17th January 2013, Lonavala.
- Participated in the International Conference on ‘Yoga and Physical Education’, from 11th to 13th January 2011, Pune.
- Participated and presented a paper entitled ‘Personality Traits, Emotional Intelligence and Value Orientation of Former International Boxer Manoj D. Pingale’ at the International Conference on Physical Education and Sports Sciences, from 25th to 27th, February 2011, Goa.
- Participated in the International Conference on ‘Physical Education and Sports Sciences’, from 28th to 30th April 2006 as Chairperson at Manipal.

National

- Workshop on ‘Anti Doping Awareness’ organized by the Board of Sports, Savitribai Phule Pune University, 11th August 2015.
- Participated in the National Conference on ‘Role of Sports Medicine and allied Sciences for the Sports Promotion’ from 8th to 10th January 2012, Pimpri.
- Participated and presented a paper in the National Conference on ‘Multidisciplinary Approach to the Promotion of Sports in University’ and Workshop on ‘Research in the Development of Physical Training and Sports’ from 19th to 21st January 2012, Dharwad.
- Participated in the Pre-Congress Workshop on ‘National Congress on Physical Activity, Fitness and Health’ on 10th January 2011, SPPU.

18. Student projects – NIL

- * **Percentage of students who have done in-house projects including inter-departmental – NIL**
- * **Percentage of students doing projects in collaboration with industries / institutes - NIL**

19. Awards / recognitions received at the national and international level

Faculty –

- Indira Gandhi Gold Star National Award 2015 by the Indian Solidarity Council, New Delhi.
- National Mahila Ratna Gold Medal Award, 2015 International Institute of Education and Management, New Delhi.
- Bhai Narvekar Award, 2015 by Kokanasth Pariwar, Pune, at the hands of Former President of India, Smt. Pratibha Patil.

20. Seminars/ Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants, if any.- NIL

21. Student profile course wise : Not available

22. Diversity of Students: Not available

23. How many students have cleared Civil Services, Defense Services, NET, SLET, GATE and any other competitive examinations? NIL

24. Student progression- Sports is practiced only at the UG level

25. Diversity of staff

Percentage of faculty who are graduates	
Same Parent University	NIL
University within the State	NIL
University outside the State	100%

26. Number of faculty who were awarded Ph.D., D.Sc. and D.Litt. during the assessment period. ONE

27. Present details about infrastructural facilities

- Library –Yes, good collection of books, access to online resources.
- Internet facilities for staff -Yes
- Total number of class rooms –NIL, Playground on campus
- Class rooms with ICT facility –Access to College Audio-Visual Room
- Students’ laboratories –Not Applicable
- Research laboratories –Not Applicable

28. Number of students of the department getting financial assistance from College:

As per centralized financial assistance provided by College

29. Any need assessment exercise undertaken before the development of new program(s)? If so, give the methodology.

Not Applicable

30. Does the department obtain feedback from

1) Faculty

- The curriculum is designed by faculty by obtaining feedback from BOS.
- Incorporation of suggestions from experts and Academic Council
- Through departmental meetings

2) Students

The College has a mechanism for taking student feedback of subjects, faculty, facilities, etc.

3) Alumni and employers

Feedback from Alumni.

Representation of Alumni on Board of Studies.

31) List the distinguished alumni of the department

- Ms. Gurubans Kaur –International Athlete, National Javelin champion, winner of 102 medals with 56 Gold, 24 Silver and 22 Bronze medals and former employee of the Indian Railways, Ms. Gurbans Kaur is currently employed as the Athletics Coach of St. Mira’s College. She has been honoured with the following awards during her tenure as a sportswoman of outstanding calibre:
- ‘Shiv Chhatrapati’ Award by the Maharashtra Government in 1973
- ‘Best Woman Award’ twice (1986, 1996) by the Indian Railways,
- ‘General Manager’s Gold Medal’ by Central Railways in 2000
- ‘ Tulja Bhavani Krida Puruskar’ by the National Sports Trust of the State of Maharashtra in 2013
- ‘Life time sports achievement Award’ by the Pune Municipal Corporation in 2013
- Ms. Rakhi Goud- Shiv Chhatrapati awardee ; Class II Officer, Indian Railways.
- Ms. Vasundhara Gaikwad –National Discus player, Accounts Officer, Government of Maharashtra.
- Vardha Vyankataratna – National Javelin medal winner, Indian Railways.
- Pournima Nivangune – International player, Hammer Throw, Physical Education teacher.

32) Give details of student enrichment programmes (special lectures/workshops / seminar) with external experts.- NIL

33) List the teaching methods adopted by the faculty for different programmes.

- Lecture method
- Demonstrations and films.
- Practice on playground on campus
- Use of digital resources for collection of information

34) How does the department ensure that programme objectives are constantly met and learning outcomes monitored?

- Participation at different- University, District, State and National level Competitions
- Curriculum design for sound foundation in theory and practice

35) Highlight the participation of students and faculty in extension activities.

- Inter collegiate team preparation- Handball, Running, Jumping Inter Collegiate Teams and Individual selection.
- Contribution to corporate life and management of the sports units and institution through participation in sports and administrative committees and responsibilities.
- Member of different selection committees-Selector, Manager & Coach

36) Give details of “beyond syllabus scholarly activities” of the department.

● **Book**

- Physical Fitness and Yoga, Print Publications, New Delhi. ISBN No 97893-84649-29-6

- **Papers in International journal**

- ‘A Study of the Effect of Yogasanas and Aerobic Exercises’, Global Journal of Multidisciplinary Studies – Pg. No. 11 to 16 Volume – 4 June 2015. ISSN – 2348-0459.
- ‘Role of Yoga in Sports’, International Journal of Health, Physical Education and Computer Science in Sports, Vol.15, No.1, Quarterly, July-September 2014 (ISSN 02231-3265), Pg. Nos. 459 to 460.
- ‘Personality Traits, Emotional Intelligence and Value Orientation of Former International Boxer Capt. Gopal Narayan Devang: A Case Study’, International Journal of Health, Physical Education and Computer Science in Sports, Vol.4, No.1, Quarterly, October-December 2011. (ISSN 02231-3265)-Pg. No.30 to 34.

- **Papers in National Journals**

- ‘ Study on Personality of Yoga participants,’ Asian Journal of Physical Education and Computer Science in Sports, Vol.11, No. 1, Half Yearly, July 2014 – December 2014. (ISSN 0975-7732), Pg. Nos. 77 to 79.
- ‘Women, Gender Equality and Sports- A World Perspective’, Rama Journal of Physical Education and Allied Sciences, Vol.1, Issue.No.2, Bi-Annually, September 2013- February 2014. (ISSN 2320-8937), Pg.Nos.30 to 42.
- ‘Women and Sports in Global Perspective’, Rama Journal of Physical Education and Allied Sciences, Vol1, Issue.No.1, Bi-Annually, March-August 2013 (ISSN 2320-8937). Pg. Nos. 49 to 54.
- ‘An Exploration into the Achievements of Capt. Gopal Narayan Devang’, NAPESS Journal of Physical Education and Sports Science, Vol. No.2, Issue 2011. (ISSN 2229-7316 Online).
- ‘A Psychological Analysis of Capt. Gopal Narayan Devang’, Asian Journal of Physical Education and Computer Science in Sports, Vol.2, No.1, Quarterly, January-June 2010 (ISSN 0975-7732). Pg. Nos. 220 to 221.

37) State whether the programme/ department is accredited/ graded by other agencies. NO

38) Detail any five Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department

Strengths

- Committed full-time faculty
- Committed coaches
- Research orientation in faculty

Weaknesses

- Large student strength

Opportunities

- Nutrition training
- Choice to students-Yoga, Self-Defence, etc

Challenges

- Training in team events
- Introducing events like hockey, football, cricket

39. Future plans of the department.

- Increase participation in competitions
- Research projects in Physical Education.



Report on Course in Environmental Studies

1. Name of the Department & its year of establishment–Environmental Studies-2006
2. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) – Course in Environmental Studies for SYBA and SY.Bcom students (prescribed by SPPU)
3. Annual/ semester/choice based credit system– Annual pattern
4. Number of teaching posts sanctioned and filled (Professors/Associate Professors/ Asst. Professors)

	Temporary	Filled
Professors	-	-
Associate Professors		
Asst. Professors	01	01

5. Faculty profile with name, qualification, designation, specialization, (D.Sc./D. Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years
Mrs. Varsha Nandedkar	MSc, PGDESD, BEd	Lecturer	Home Science and Environmental Studies	9 years

6. Programme-wise Student Teacher Ratio–

Year	Class	No. of Students	No. of classes	Student-Teacher Ratio
2012-2013	SYBA	118	2	1: 59
	SYBcom	274	3	1:91
2013-2014	SYBA.	134	2	1: 67
	SYBcom	289	3	1:96
2014-2015	SYBA	161	2	1:80
	SYBcom	297	3	1:99
2015-2016	SYBA	190	2	1:95
	SYBcom	290	3	1:97

7. Number of academic support staff (technical) and administrative staff: sanctioned and filled - Nil
8. Departmental projects funded by DST-FIST; DBT, ICSSR, etc.; total grants received –NA
9. Details of patents and income generated ---NA
10. Faculty recharging strategies–
Workshops/Seminars attended

- Participation in an essay competition on ‘Female Foeticide’ in 2012, organized by University of Pune.
- Attended two days awareness raising programme on Environment Education in 2013, organized by Zilla Parishad, Pune

11. Student profile course-wise:

Academic Year (UG)	Applications received	Selected- SY		Pass percentage- SY	
		Male	Female	Male	Female
2012-13	392	--	392	--	99.3 %
2013-14	423	--	423	--	98 %
2014-15	458	--	458	--	95.5 %
2015-16	480	--	480	--	96 %

12. Diversity of staff

Percentage of faculty who are graduates
of the same parent university – Nil
from other universities within the State -100%
from other universities from other States - Nil

13. Present details about infrastructural facilities –

- Library - Two libraries on two floors of the college
- Internet facilities for staff and students - In the library (for staff and students); In the department cubicles and in the examination cell (for staff)
- Total number of class rooms - As per centralized classroom mapping
- Class rooms with ICT facility
- Students’ laboratories --NA
- Research laboratories--NA

14. Number of students of the department getting financial assistance from College. - Please refer to Institutional Profile Criterion No. II

15. Was any need assessment exercise undertaken before the development of new program(s)? – It is a compulsory paper prescribed by SPPU.

16. Give details of student enrichment programmes (projects by students are submitted on the basis of field visits)

- Visit to different eco systems.
- Visit to Pune Municipal Water Treatment plant
- Visit to Hill eco system (Parvati, Chatushrungi)
- Visit to river ecosystem (Mula Mutha)
- Visit to Botanical Survey of India

17. List the teaching methods adopted by the faculty for different programmes.

- Audio/Video & power point presentations
- Interactive Lecture method
- Group discussions
- Group projects, individual projects



4

POST-ACCREDITATION INITIATIVES

Post - Accreditation Initiatives

The second cycle of accreditation of St. Mira's College was carried out in March 2012. The process of re-accreditation by the NAAC peer team was a learning experience for the college. The implementation of the recommendations given by the peer team have helped the college strengthen its already existing good practices as well as introduce and adopt some new quality initiatives. These have resulted in making the teaching-learning process more robust and further the institution's aim of imparting quality education and women empowerment.

When we were granted Autonomous status, the college adopted autonomy in a phased manner. **Over the last four years all our undergraduate courses—aided and un-aided, as well as our post-graduate courses have become autonomous.**

We present below a **brief overview of the post-accreditation initiatives** undertaken by the college:

- **Curriculum development and teaching- learning initiatives:**

One of the major thrust areas of the revised college curriculum has been on the **applied aspect** of the courses. Along with organising extra-curricular activities to meet this objective, there have also been consistent efforts to realign the curriculum towards this goal.

Global trends in the area have been incorporated into the syllabus to keep students abreast of the latest opportunities in the discipline. For e.g. the English syllabus incorporates the latest developments in the field of literature and the use of English language. Newer forms of expression like the graphic novel and social activism through social media have been included for study and special attention has been given to imparting practical teaching skills.

The Department of Psychology has enhanced the quality of its teaching-learning by an eclectic mix of strong theory building along with hands-on experience in the field. The Entrepreneurship Development Cell organises workshops on training students to conduct feasibility studies and make Business Plans. The Sociology Department conducts an orientation workshop to introduce the NGO sector as a potential field for exploring career opportunities.

In most of the disciplines, training workshops, guest lectures and industry visits are now used to facilitate the much needed link between theory and profession.

As a quality initiative, we have introduced a plethora of **inter-disciplinary, additional credit courses**. Some of these courses will not only strengthen the knowledge base of the students, but will enhance their confidence and equip them for multiple job options.

The college has improved its '**student placement**' record as well with a large number of B.A./B.Com./B.B.A. job aspirants being placed in profiles of their choice. 100% of the B.C.A. and the B.Sc. students who had enrolled themselves with the placement cell have been recruited by reputed corporate houses. We have to our credit a letter of appreciation from WIPRO that states "...it was a very good experience for me and my team that visited St. Mira's College. The students who appeared for our placement drive were very well prepared and the number of selects from your college was higher than the average number of selects that we do in a college in the country."

- **Research initiatives**

Developing scientific rigour in the students has been one of the important learning goals of our autonomous curriculum. We continue to guide the students to work on research projects right from the stage of conceptualising the problem area to statistical analysis and interpretation of their findings.

The Psychology Department has taken up **live research areas in collaboration with external agencies**. Students have worked along with the NGO, 'Connecting', in field-based research involving issues dealing with suicide and suicide prevention. Collaborative research projects with 'Artsphere' in the area of Dance Movement Therapy, with Women's Studies Centre, SPPU have helped in keeping abreast of innovative, contemporary research trends, gaining inputs for curriculum development in keeping with industry relevance and enhancing recruitment prospects for students.

All kinds of research and administrative support is provided to students to participate in research competitions like Aavishkar.

Encouraging and training in statistical analysis in SPSS is another major advance in research capability for the students, especially so at an undergraduate level.

There has been a phenomenal **increase in faculty research activities and presentation/publication of papers at national and international conferences** as well. Against just 19 publications in the pre-NAAC period, the faculty has published 109 papers in national and international journals of repute over the last four years recording an almost 425% increase in writing and publishing of research articles. In addition they have presented numerous papers at local/state level/national and international level seminars and conferences. An inter-disciplinary research journal 'Beyond Boundaries', that publishes the research work of our faculty, has been launched.

The college has MoUs and letters of intent with Right Path, the Women's Studies Centre, SPPU, Artsphere, the Centre for Environmental Education (CEE) and Seed InfoTech.

Eco friendly initiatives:

The formation of the '**Green Club**' and the '**Nature Lover's Club**' has seen us adopt a number of eco-friendly practices such as:

- Fumigation of the college campus every evening to prevent mosquito borne diseases.
- Installation of a rain water harvesting equipment for better utilisation of rain water.
- Systematic disposal of e-waste in collaboration with 'Poona E-Waste'.
- Creating wealth from garden waste in collaboration with 'Green Thumb' which uses the aerobic method of bacteria culture in place of earthworms.
- 'Clean the Campus of Plastic Waste' project with the help of Rudra Foundation.
- In consonance with our philosophy of 'reverence for all life', we now use the 'DIGI-FROG' software in our laboratories for carrying out virtual dissection of animals.
- The 'Nature Lover's Club' of the college has set up bird houses and bird feeders to provide refuge for the small birds in the campus.
- The ceiling has been treated to bring down the temperature of the exam cell.

- Regular inspection of the sanitary units within the college is done to prevent water wastage due to leakage.
- We promote the use of LED lights on the campus to save electricity.
- Celebrating Ganapati festival by making an idol with eco-friendly materials and encouraging the neighbourhood to adopt eco- friendly ways of idol immersion.

- **Social Outreach:**

We have always recognised the importance and value of conducting community outreach programmes for the holistic development of our students. We have maintained and strengthened our ties with old age homes, orphanages, slums and mental health rehabilitation centres. We are now actively working with the NGO, ‘Connecting’ where several students have volunteered for the Peer Educators Program, Suicide Survivor Support Program and towards awareness and publicity programs.

We have adopted an old age home, ‘Sandhya’ and tied up with ResQ, an animal shelter for stray, wounded animals.

- **Examination Reforms:**

Keeping in mind the suggestions made by the NAAC peer team, we have **increased the security of our mark sheet** with a laser hologram that incorporates almost 10 distinctive features, increased the transparency of our evaluation process and brought about innovations in materials management and logistics to increase the credibility of the examination cell.

We have **introduced the choice-based credit system** with a 10 point grading scale from 2015-16.

Software such as the Automated Examination Timetable Scheduler, the Question Paper Picker, the Advanced Online Examination mechanism and the Result Analysis Software have increased the efficiency of the examination cell.

A **new software** ‘Learning and Testing in Audio Format’ has now been introduced to help the visually impaired to learn more easily and to test them more effectively.

- **ICT Innovations:**

Recognizing the role of ICT in imparting quality education, the Computer Science Department of the college has prepared a number of indigenous softwares that have enhanced the effective use of ICT in the academic and administrative functioning of the college. While the Online Study Material Repository and the Online Interactive Workbook have facilitated student learning, the Automated Feedback Mechanism, the Software for Space Monitoring and Reservation and the Choice-Based Duty Selection software have helped improve administrative efficiency.

- **Alumni Involvement:**

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

- a) Sponsoring freeships for our economically under- privileged students.
- b) Conducting stress management workshops for our students.
- c) Helping with mobilising funds for our inter- college fests and conferences.
- d) Providing basic dental treatment for the students.

- **Increase in Sports Facilities:**

Being located in the heart of the city, the college has always faced a space crunch when it comes to expanding its physical infrastructure. A few years ago, a large part of the college sports ground had to be sacrificed in order to accommodate our sister institutions – The Sadhu Vaswani College of Nursing and The Sadhu Vaswani College of Management Studies. To make up for this loss the college has acquired additional off-campus sports space through a formal tie-up with institutes such as the ‘Sanas Sports Ground’ and the ‘Army Sports Institute’, that offer our students sports facilities of international standards. Their space is now available to our athletes and sports girls for practicing and improving their skills.

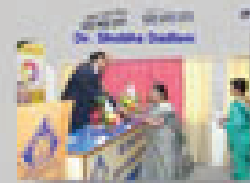
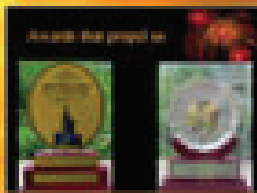
Here, we would like to put on record the outstanding performance of our talented and hardworking sports girls and the efforts of our dedicated team of coaches. In recent years they have not only brought laurels to the college by participating in athletics, lawn tennis, basketball, handball, kabaddi and power lifting but have also forayed into areas that had remained unexplored so far, such as taekwondo, boxing, rowing, rifle shooting and archery. The students have brought to the college a total haul of 42 gold medals, 06 silver medals and 03 bronze medals over the last four years.

Carrying in our hearts the words of Gautama Buddha, “What you are is what you have been; and what you will be is what you do now”, we continue our tireless striving towards perfection...





KINDLE THE LIGHT



AWARDS





AWARDS



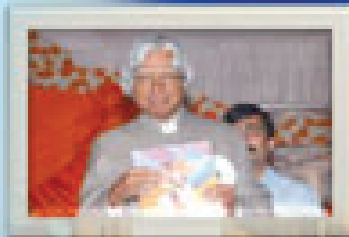
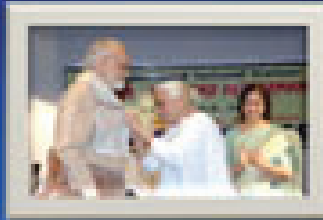


Rewards and Recognition

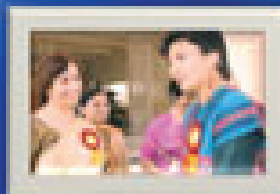




KINDLE THE LIGHT



DIGNITARIES





SPORTS



Outstanding Alumni of the Year

EXTRA CURRICULAR



