# ANNUAL QUALITY ASSURANCE REPORT

# (2012-2013)

## Submitted by,

## Internal Quality Assurance Cell,

## St. Mira's College for Girls, Pune

## Maharashtra

## Submitted to

## National Assessment and Accreditation Council (NAAC)

## Bangalore

# The Annual Quality Assurance Report (AQAR) of the IQAC
## 2014-2015

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

# Part – A

## 1. Details of the Institution

1.1 Name of the Institution

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

1.2 Address Line 1

> **6, Koregaon Road**

Address Line 2

> **Near Hotel Taj Blue Diamond**

City/Town

> **Pune**

State

> **Maharashtra**

Pin Code

> **411001**

Institution e-mail address

> **mira_college@yahoo.co.in**
>
> **020- 26124846; 020- 26133016**

Contact Nos.

Name of the Head of the Institution:

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

Tel. No. with STD Code:
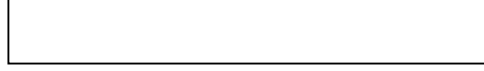
Mobile:

**Name of the IQAC Co-ordinator:** | Mrs. Madhuchhanda Banerjee

**Mobile:**

IQAC e-mail address: | **09637315427**

| **miraiqac@gmail.com**

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

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

1.5 **Website address**: | **www.stmirascollegepune.edu.in**

Web-link of the AQAR:

1.6 Accreditation Details | **http://www.stmirascollegepune.edu.in/AQAR201415.doc**

| Sl. No. | Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---------|-------|-------|------|----------------------|-----------------|
| 1 | 1st Cycle | **B++** | -- | **2002** | -- |
| 2 | 2nd Cycle | **A** | **3.03** | **2012** | **20th April 2017** |
| 3 | 3rd Cycle | -- | -- | -- | -- |
| 4 | 4th Cycle | -- | -- | -- | -- |

1.7 **Date of Establishment of IQAC:** | **15/07/2003**

1.8 **AQAR for the year** *(for example 2010-11)* | **2014-2015**

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

**AQAR 2013-2014 submitted online to NAAC on 7.1.2015**

1.10 Institutional Status -

University       State ☐   Central ☐   Deemed ☐   Private ☐

**Affiliated College**    ✔ Yes   ☐ No

**Constituent College**    ☐ Yes   ✔ No

**Autonomous college of UGC**    ✔ Yes   ☐ No

**Regulatory Agency approved Institution**   ☐ Yes   ✔ No

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

Type of Institution   Co-education ☐   Men ☐   Women ✔

      Urban ✔   Rural ☐   Tribal ☐

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

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

1.11 Type of Faculty/Programme

Arts ✔   Science ✔   Commerce ☐   Law ✔   PEI (Phys Edu) ☐

TEI (Edu) ☐   Engineering ☐   Health Science ☐   Management ☐

Others (Specify)    -

1.12 Name of the Affiliating University *(for the Colleges)*

**Savitribai Phule Pune University, Pune**

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

Autonomy by State/Central Govt. / University

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

| | | | |
|---|---|---|---|
| University with Potential for Excellence | | UGC-CPE | ✔ |
| DST Star Scheme | | UGC-CE | |
| UGC-Special Assistance Programme | | DST-FIST | |
| UGC-Innovative PG programmes | | Any other (*Specify*) | |
| UGC-COP Programmes | | | |

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

2.1 No. of Teachers  **13**

2.2 No. of Administrative/Technical staff  **01**

2.3 No. of students  **01**

2.4 No. of Management representatives  **01**

2.5 No. of Alumni  **Nil**

2. 6  No. of any other stakeholder and
    community representatives  **Nil**

2.7 No. of Employers/ Industrialists  **Nil**

2.8  No. of other External Experts  **01**

2.9 Total No. of members  **17**

2.10 No. of IQAC meetings held  **09**

2.11  No. of meetings with various stakeholders:   No. [ ]   Faculty **09**
**14**

[ ]

Non-Teaching Staff/ Students  **03+ 04**   **04**  Alumni   -   Others

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

If yes, mention the amount   **Rs.3,00,000/-**   [ ]

2.13 Seminars and Conferences (only quality related)

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

Total Nos [2]  International [-]  National [2]  State [-]  Institution Level  1

(ii) Themes   :

a)   A Seminar entitled '**"Economic Reforms in India: Agenda, Challenges and Opportunities** was organised by the Department of Economics and Business Economics.

b)   A symposium entitled "**THE FEMININE FRONTIER**" was organized by the English Department.

c)   A National Seminar was organized by the Sociology and Psychology Department on "**INTERDISCIPLINARY APPROACH TO RESEARCH & TEACHING IN SOCIAL SCIENCES**"

2.14 Significant Activities and contributions made by IQAC

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

2.15 Plan of Action by IQAC/Outcome

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

| Plan of Action | Achievements |
|---|---|
| 1) Reviewing and analysing academic programmes | • All the feedback from the students was assessed and analysed by every HOD and a meeting was arranged to appreciate or improve (as the case may be) the performance of the teacher.<br><br>• The analysis for the Feed Back for the year 2014-2015 showed an overall high satisfaction with the course content of every subject. Some teachers were found deficient in punctuality and some had low accessibility. Suggestions and recommendations were given to the concerned teachers at the interaction meeting. |
| 2) Ensuring the quality of the administrative units of the College | • Automation/Computerisation of routine administrative jobs has been done to remove the delay drudgery associated with these jobs.<br>• The Administrative blocks are under CCTV monitoring which has helped in the optimal use of time and resources.<br>• Administrative tasks are student centric.<br>• Students' satisfaction surveys have components related to administrative and library functions.<br>• Job profiles have been spelt out, effective division of responsibility done and record of entry of work done per hour by each member is maintained. |
| 3) Working with the University and UGC for sending their Committees to review Academic Autonomy and grant Extension of Autonomy to the College. | • The University Committee to review the Academic Autonomy visited the College on 16<sup>th</sup> April 2013. Satisfied with our functioning they gave a favourable report.<br>• The UGC Committee to review our Academic Autonomy visited the College on the 6th and 7th of March 2014. Very happy with our functioning they called us an "Island of Excellence".<br>• **Both the Committees have granted the College an extension of the Autonomous Status till June 2019.** |

| | |
|---|---|
| 4) Revisiting the marking scheme decided upon for self-appraisal (API scores) and promotion through Career Advancement Schemes of UGC; Guiding teachers for the same | • IQAC had interpreted the intricacies of the new appraisal system for College teachers as per UGC regulations (2010) and has guided teachers with respect to the marking scheme of the 3 categories of API. This year the IQAC revisited the marking scheme and updated it as per suggestions received. |
| 5) Monitoring resource mobilization- UGC XI Plan, (Development Grants and Merged Scheme Grants), University Quality Improvement Programmes; UGC - College with Potential for Excellence; Autonomy Grant. | • Utilisations of UGC XI I Plan and Autonomy Grant were prepared and submitted to the UGC (WRO) .<br><br>• Preparation, submission and presentation of the CPE (Phase II) report to UGC New Delhi was made and **College with Potential for Excellence status awarded for the 2nd time in April 2014.**<br><br>• New proposals for initiatives to be undertaken for the UGC- XII Plan were submitted. |
| 6) Providing consultancy to institutions desirous of acquiring the Autonomous Status. | • The Vice Principal has been nominated as 'an external expert' on the IQAC of Fergusson College from January 2014. |
| 7) Conducting skill development activities for students | • 8 Intra College skill development activities were organised to showcase the talent of the students.<br><br>• The week long Mira Talent Ablaze with a gamut of competitions was arranged for the students of the College.<br><br>• The Inter College Youth Festival- 'Mira Word fest' consisting of street plays, and Inter Collegiate Debate and a music workshop was organised by the department of English<br><br>• Exodus 2015 - A 3 day Inter Collegiate Fest was organised by the Third Year BBA/BCA students.<br><br>• The BSC Computer Science students conducted 'Teklogica' - an Inter Collegiate event. |

| | |
|---|---|
| 8) Introducing Quality enhancement strategies for teaching learning activities. | <br>• The SYBA English Medium Class brought out their edition of the Wall Newspaper to encourage and develop the Journalistic skills of the students.<br><br>• The Book club (Share Plus) of the College met to discuss their recent research work. Dr. Madan spoke on her research project about the "We Learn English" radio programme while Dr. Pimpalkhare discussed her recently completed Ph.D. dissertation. Dr. Shubhada Moghe gave an interesting insight into Hindi writer Manu Bhandari's novel Aapka Bunty. Members spoke about their articles published during this Academic Year and also their experiences at the seminars they attended.<br><br>• The Film club screened films with a social message. Several other teachers screened films to compliment and make interesting the texts taught in the class<br>• A Science exhibition, several field visits, educational trips Supplemented classroom teaching. |
| 9) Implementing some important Examination Reforms | <br>• A standard format for Question Papers was adopted<br><br>• Decision to work in an eco-friendly manner was taken- no use of CDs for storage of Question Papers and maintenance of Data on portable Hard Disks.<br>• Saving paper by using pre-printed stationery for examination Purpose |

| | |
|---|---|
| 10) Increasing the Research Activities of the Staff and Students of the College | d) 21 Papers were presented at National and International Seminars and 32 papers were published by Faculty members.<br><br>e) All students of the TYBA Psychology Special Class undertook live Research Projects and worked on them as part of their Research Methodology Paper.<br><br>f) A Seminar entitled "**Economic Reforms in India: Agenda, Challenges and Opportunities** was organised by the Department of Economics and Business Economics.<br><br>g) A symposium entitled "THE FEMININE FRONTIER" was organized by the English Department.<br><br>h) A National Seminar was organized by the Sociology and Psychology Department on "INTERDISCIPLINARY APPROACH TO RESEARCH & TEACHING IN SOCIAL SCIENCES"<br><br>These Seminars invited resource persons with expert domain knowledge. |

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

2.15 Whether the AQAR was placed in statutory body       Yes ☐       No ☐

Management ☑       Syndicate ☐       Any other body

Provide the details of the action taken

> **As mentioned in 2.15**

# Part – B

## Criterion – I
## 1. Curricular Aspects

1.1 Details about Academic Programmes

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

| | | | | |
|---|---|---|---|---|
| Interdisciplinary | - | - | - | - |
| Innovative | - | - | - | - |

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

**1) All UG programmes follow the Core and Elective option system.**

   **2) All PG programmes have CBCS system**

   (ii) Pattern of programmes:

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

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

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

*\*Analysis of the feedback in  Annexure-II*

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

> **Yes. The Autonomous Syllabi for the BA/BCOM classes is updated every 5 years,  the syllabi for the other courses is revamped whenever the Pune University does so..**

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

> **Nil**

# Criterion – II

## 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

| Total | Asst. Professors | Associate Professors | Professors | Others |
|---|---|---|---|---|
| 31* Grantable 20 Non-Grantable | 18 (Grantable) | 09 | 1 | 20 (Non-Grantable) |

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

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

| Asst. Professors | | Associate Professors | | Professors | | Others | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| R | V | R | V | R | V | R | V | R | V |
| 2 | - | - | - | - | - | - | - | 2 | - |

2.4 No. of Guest and Visiting faculty and Temporary faculty  | 37 | | 10 | | 03 |

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|---|---|---|---|
| Attended Seminars/ Workshops | 02 | 05 | 03 |
| Presented papers | 07 | 04 | 04 |
| Resource Persons | 01 | 01 | 01 |

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

Teaching – Learning Methodology: While lectures are used as a prominent pedagogical method, conscious efforts have been made to adopt innovative and participatory methods of teaching–learning.

- Interactive methods of teaching such as case studies, role play, student presentations, mock Parliament and group discussions are being used by faculty members in their day-to-day teaching.
- Other methods of learning experiences provided to students include industrial visits, participation in seminars and workshops, inter and intra college competitions, lecture series, guest lectures, organisation of exhibitions
- Experiential learning – field work, visits to industries, hospitals and social organizations, working with NGOs
- Individual / team research projects, library assignments and surveys on current issues and subject topics
- Computer-assisted learning – practicals and internet research are used. ICT training is facilitated with the college setting up an AV Room for usage of multimedia teaching aids with the help of computers and L.C.D projectors.
- Units to view educational telecasts through Colour Television cable/satellite receiving facility, TV tuner card (for recording and convenient replay of suitable educational programmes) and facilities for video conferencing have been installed.
- Language Laboratory for improving the communication skills of students coming from the regional medium of instruction
- Specific strategies are adopted for facilitating average and advanced learners.
  For the disadvantaged learners:
- Bilingual method of teaching is adopted to facilitate the understanding of students from the vernacular medium
- Need-based, student-friendly study-aids.
- Advanced learners are offered special opportunities to hone their special skills and add value to their degree, such as
- Provision of special self-learning projects with opportunity for self-study
- Innovative assignments
- Opportunities to make class presentations
- Paper-reading, projects, competitions in and outside the college

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

**192**

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

**Examination Reforms-**

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

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

All 31 Faculty members of the Autonomous streams are involved in Curriculum Development and are members of their respective Subject Boards of Study.

2.10 Average percentage of attendance of students

**75%**

2.11 Course/Programme wise distribution of pass percentage :

| Title of the Programme | Total no. of students appeared | Division | | | | |
|---|---|---|---|---|---|---|
| | | Distinction | I | II | III | Pass |
| BA (HONS.) | 113 | 19 | 33 | 21 | - | 1 |
| COMMERCE | 246 | 68 | 52 | 38 | - | 4 |
| BCS(COMPUTER SCIENCE) | 44 | 3 | 13 | 14 | - | - |
| BBA (HONS.) | 66 | 8 | 24 | 30 | - | 1 |
| BCA (HONS.) | 50 | 5 | 11 | 26 | - | 1 |
| MA ECONOMICS | 9 | 4 | 2 | 2 | - | - |
| MA ENGLISH | 17 | 3 | 9 | 3 | - | - |
| MA SOCIOLOGY | 10 | 3 | 6 | 1 | - | - |
| MCOM | 26 | 18 | 8 | - | - | - |

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

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

2.13 Initiatives undertaken towards faculty development

| Faculty / Staff Development Programmes | Number of faculty benefitted |
|---|---|
| Refresher courses | 07 |
| UGC – Faculty Improvement Programme | 03 |
| HRD programmes | 06 |
| Orientation programmes | 02 |
| Faculty exchange programme | - |
| Staff training conducted by the university | - |
| Staff training conducted by other institutions | - |
| Summer / Winter schools, Workshops, etc | - |
| Others | - |

2.14 Details of Administrative and Technical staff

| Category | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|---|---|---|---|---|
| **Administrative Staff** | **15** | **7** | **-** | **7** |
| **Technical Staff** | **-** | **-** | **-** | **4** |

# Criterion – III

## 3. Research, Consultancy and Extension

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

- The Research Co-ordination Committee along with the IQAC adopts initiatives for promotion of research amongst faculty.
- Younger faculty members are encouraged to pursue their Ph. D and are provided with administrative assistance to do the same.
- Information regarding revised guidelines. Directives of various funding agencies are passed on to the teachers from time to time.
- Major and Minor research proposals are scrutinised before submission to the funding agency.
- Teachers are encouraged to present and publish their research papers at conferences and seminars.

3.2        Details regarding major projects

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

3.3        Details regarding minor projects

|                    | Completed | Ongoing | Sanctioned | Submitted |
|--------------------|-----------|---------|------------|-----------|
| Number             | --        | 01      | --         | --        |
| Outlay in Rs. Lakhs | --       | 220000  | --         | --        |

3.4        Details on research publications

|                         | International | National | Others |
|-------------------------|--------------|----------|--------|
| Peer Review Journals    | 7            | 4        | 4      |
| Non-Peer Review Journals | -           | -        | -      |
| e-Journals              | -            | -        | -      |
| Conference proceedings  | 02           | 06       | 01     |

**3.5 Details on Impact factor of publications:**

Range [ -- ]   Average [ -- ]   h-index [ -- ]   Nos. in SCOPUS [ -- ]

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

| Nature of the Project | Duration Year | Name of the funding Agency | Total grant sanctioned | Received |
|---|---|---|---|---|
| Major projects | -- | -- | -- | -- |
| Minor Projects | 2014 | ICSSR | 160000 | 160000 |
| Interdisciplinary Projects | -- | -- | -- | -- |
| Industry sponsored | -- | -- | -- | -- |
| Projects sponsored by the University/ College | -- | -- | -- | -- |
| Students research projects *(other than compulsory by the University)* | -- | -- | -- | -- |
| Any other(Specify) | -- | -- | -- | -- |
| Total | -- | -- | -- | -- |

3.7 No. of books published   i) With ISBN No. [ 03 ]   Chapters in Edited Books [ 08 ]

ii) Without ISBN No. [ 0 ]

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

UGC-SAP [ ]   CAS [ ]   DST-FIST [ ]

DPE [ ]   DBT Scheme/funds [ ]

3.9 For colleges   Autonomy [ ✔ ]   CPE [ ✔ ]   DBT Star Scheme [ ]

INSPIRE [ ]   CE [ ]   Any Other (specify) [ ]

3.10 Revenue generated through consultancy      - Nil

3.11 No. of conferences

| Level | International | National | State | University | College |
|---|---|---|---|---|---|
| Number | 0 | 2 | 0 | 1 | 0 |
| Sponsoring agencies | - | - | - | **College** | **College** |

organized by the Institution

3.12 No. of faculty served as experts, chairpersons or resource persons [ **12** ]

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

3.14 No. of linkages created during this year [ -- ]

3.15 Total budget for research for current year in lakhs:

From funding agency

> **UGC- CPE Phase I -1.30(Allocated),**
>
> **UGC- CPE Phase II - 25.0 (Allocated)**

From Management of University/College [ -- ]

Total [ **26.30** ]

3.16 No. of patents received this year

| Type of Patent | | Number |
|---|---|---|
| National | Applied | -- |
| | Granted | -- |
| International | Applied | -- |
| | Granted | -- |
| Commercialised | Applied | -- |
| | Granted | -- |

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

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

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

**03**

**10**

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

--

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

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

--

3.21 No. of students Participated in NSS events:

University level      150      State level      -

National level      -      International level      -

3.22 No. of students participated in NCC events:

University level      03      State level      -

National level      -      International level      -

3.23 No. of Awards won in NSS:

University level -      State level -

National level -      International level -

3.24 No. of Awards won in NCC:

University level -      State level -

National level -      International level -

3.25 No. of Extension activities organized

| University forum | -- | College forum | 19 | | |
|---|---|---|---|---|---|
| NCC | -- | NSS | 12 | Any other | 02 (Management) |

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

- Social and Community service is seamlessly integrated as part of the co curricular activities. On an average the college conducts about 1 programme every week. Students accompanied by their class teachers visited orphanages, old age homes, institutes for the destitute, schools for the blind and handicapped and hospitals, providing them with material necessities like groceries, clothes, fruits, snacks, stationery items and story books. They also spent quality time with inmates of these institutions by entertaining them with games dance music programmes and street plays.

- The students of the college conducted a jumble sale of clothes and accessories - the proceeds of which were given to charity.

- In order to boost its social outreach activities the college has tied up with five NGOs in the city- Centre for Environment Education, The Doorstep School (NGO that runs mobile schools for children of slum dwellers), 'Mitr' (NGO looking after underprivileged children), Prashanti (NGO involved in spreading awareness about cancer and in its treatment) and Connecting (an NGO that works for suicide prevention amongst youth and adults).

- During NSS Annual Camps, the volunteers have conducted surveys of the socio-economic status of poor families, built a compound wall at the Home for Ageing Blind, Khandala, cleaned up a Nala , development of a local school and even constructed eco – friendly toilets at our adopted village at Lonikand.

- Blood Donation Camps are organized, fund raising for Blind Men's Association and for natural calamities, participating in a signature drive for protecting the Dhanori Lake in the vicinity of the college and joining the 'Save the hills' rally.

# Criterion – IV
# 4. Infrastructure and Learning Resources

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

| Facilities | Existing | Newly created | Source of Fund | Total |
|---|---|---|---|---|
| Campus area | 3 Acres | - | - | 3 Acres |
| Class rooms | 47 | | | 47 |
| Laboratories | 03 | | | 03 |
| Seminar Halls | 04 | | | 04 |
| No. of important equipments purchased (≥ 1-0 lakh)  during the current year. | - | - | - | - |
| Value of the equipment purchased during the year (Rs. in Lakhs) | | 1042888 | UGC Grants and College | 1042888 |
| Others | - | | | - |

**4.2 Computerization of administration and library**

> **LIBRARY**
> - Activities like Accessioning, expense details related to Acquisition, Cataloging, Circulation, Bibliographic compilation and New Arrival services are computersied.
> - The Library provides internal searching facility for the subscribed free online journals. Facilities are provided to students during library working hours. The teachers are provided with passwords to access subscribed e-resources anywhere.
> - We have access to NLIST programme of INFLIBNET.
> - The scope of e-resources include more than 2100 e-journals and more than 5100 e-books.
>
> **ADMINISTRATION**
> - All the administrative blocks are connected with broad band internet connectivity through the Airtel lease line with 5 MBPS and LAN.
> - Automation/Computerisation of routine administrative jobs has been done to remove the delay/ drudgery associated with these jobs.

**4.3 Library services:**

| | Existing 1962-2013-14 | | Newly added (2014-15) | | Total | |
|---|---|---|---|---|---|---|
| | No. | Value | No. | Value | No. | Value |
| TBS | 13252 | 1073154 | 307+ 115(Gratis) | 71871 | 13674 | 1145025 |
| Ref Books | 44605 | 5611947 | 581+ 319(Gratis) | 365729 | 45504 | 5977676 |
| **e books** | 97000 | | 11807 | Available through INFLIBNET | 11807 | |
| Journals | | | 46+ 16(Gratis) | 51374 | 62 | 51374 |
| **e journals** | 8000 | | 451 | | 8451 | Part of Databases |
| **Digital Databases** | 4+ 2(NILIST) | 1186472 | Renewed | 10056 | 4+ 2(NILIST) | 1196528 |
| Audio, Video Cassettes | 600 | | | | 600 | |
| CDs, | 139+ 1176(Gratis) | 60711 | 11+ 51(Gratis | 4289 | 1377 | 65000 |
| DVD | 105+ 326(Gratis) | 35167 | 41(Gratis) | | 472 | 35167 |
| Others (specify-: | | | | | | |
| General Periodicals | | | 11 | 11971 | 11 | 11971 |
| Newspapers | | | 17 | 23871 | 17 | 23871 |
| Bound Volumes | 2482 | Included in Journals | 454 | 27700 | 2936 | |
| Theses +Dissertation | 69 | | | | 69 | |
| Projects-Students Projects | 862 | | 239 | | 1101 | |
| Annual Reports | 17 | | | | 17 | |
| **Brail Books** | 23 | | | | 23 | |
| **Manuscripts** | 13 | | | | 13 | |
| **Map** | 1 | | | | 1 | |
| **Music Books** | 163 | | | | 163 | |

'

**4.4 Technology up gradation (overall)**

| | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Depart-ments | Others |
|---|---|---|---|---|---|---|---|---|
| Existing | 229 | 06 | 13 | 01 | - | 28 | 08 | 2 |
| Added | 8 | | | | | | | |
| Total | 237 | 06 | 13 | 01 | | 28 | 8 | 2 |

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

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

4.6  Amount spent on maintenance in lakhs :

i)  ICT                                            Rs.6,58,770/-

ii)  Campus Infrastructure and facilities    Rs.14,05,300/-

iii) Equipments                              Rs.3,09,400/-

iv) Others                                     Rs16,84,982/-

                                              Rs.40,58,452/-

**Total :**

# Criterion – V
## 5. Student Support and Progression

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

- The College website provides information about student support services.
- Brief mention in the College Prospectus.
- A detailed Library Orientation Programme is carried out to inform and educate the First Year students about Library facilities and services.
- A workshop to inform students eligible for receiving Government Freeships is conducted every year.
- A power point presentation to inform students about the Autonomous syllabus and examination pattern is made by the Vice Principal and the Controller of Examinations at the beginning of the academic year.
- Differently abled students and foreign students too are informed of the support services available to them through their class teachers and the administrative staff.

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

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

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

| G | PG | Ph. D. | Others |
|---|----|--------|--------|
| 1884 | 83 | - | - |

**(b) No. of students outside the state: 182**

**(c ) No. of International students: 14**

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

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

| Last Year(2013-2014) | | | | | | This Year (2014-2015) | | | | | |
|---------|-----|-----|-----|-----------------------|-------|---------|-----|-----|-----|-----------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 1473 | 243 | 44 | 150 | 01 | 1911 | 1811 | 97 | 9 | 46 | 04 | 1967 |

Demand ratio   1.5:1      Dropout %: 2.6% (only for FY classes)

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

Students are given coaching for appearing for MPSC and UPSC Examinations. Resource Persons are invited to deliver lectures.   Workshops are also arranged for the same. PG Seminars to help students to appear for NET/SET exams are also conducted. We are helped by UGC funding to carry our these training sessions.

No. of students beneficiaries            **125 approximately**

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

NET [  ]        SET/SLET [  ]        GATE [  ]        CAT [  ]

IAS/IPS etc [  ]        State PSC [  ]        UPSC [  ]        Others [  ]

**5.6 Details of student counseling and career guidance**

- The counseling system provides for individual and group counseling activities.
- These are offered in the areas of subject selection, career selection, and emotional problems, inter-personal relationships, lack of parental care, peer pressures, etc. When necessary the counselors 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 career choices. Personality development workshops are conducted to cater to the overall development of the students. These have proved successful in enhancing their sense of self-worth.

No. of students benefitted          App. 250

**5.7 Details of campus placement**

| On campus | | | Off Campus |
|---|---|---|---|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| 05 | 259 | 51 | 105 |

**5.8 Details of gender sensitization programmes**

| | |
|---|---|
| **Our Curriculum under Autonomy reflects Academic relevance, contemporaneity and global trends. Gender related issues are incorporated in the syllabus of most of the subjects, besides these lectures by eminent people, film screenings, seminars, classroom discussions, field visits, street plays and student participation in conferences and seminars sensitize our students towards gender.** | |
| 1 | Lecture on 'Dalit Striyanchi Aatmcharitre: Strivadi Abhyasdrushti Aaydaan & Mazi Mi Vishesh Sandaebha' by Prof. Dr. Shobha Patil, Head, Department of Marathi, Annasaheb Magar College. |
| 2 | Lecture on 'Women's Movement by Ms. Kiran Moghe, eminent women activist and President of Janawadi, Mahila Sanghatana |
| 3 | Lecture on 'Understanding and preventing sexual Harassment at Workplace by the Department of Business Administration and Marketing. |

## 5.9 Students Activities

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

State/ University level    20    National level    05    International level    --

No. of students participated in cultural events

State/ University level    [ ]    National level    [ ]    International level    [ ]

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

Sports:  State/ University level    15    National level    02    International level    --

Cultural: State/ University level ☐  National level ☐  International level ☐

5.10 Scholarships and Financial Support

|  | Number of students | Amount |
|---|---|---|
| Financial support from institution (Prizes and Scholarships) | **126** | **264357** |
| Financial support from government | **200** | **973008** |
| Financial support from other sources | - | - |
| Number of students who received International/ National recognitions | - | - |

**5.11   Student organised / initiatives**

Fairs      : State/ University level  | 03 |   National level  | - |   International level    -

Exhibition: State/ University level  | - |   National level  | - |   International level  | - |

5.12   No. of social initiatives undertaken by the students   | **11** |

5.13 Major grievances of students (if any) redressed:   02 ((1) Time Table for the backlog examination, (2) dissatisfaction in lecture delivery of a particular lecture).  Both the above mentioned grievances were addressed satisfactorily)

# Criterion – VI

## 6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

> **Vision Statement: To grow into a Centre of Excellence providing Quality Education and empowering women to take their place in society.**
>
> **Mission: Empowerment of women through a triple training of the Head, the Hand, and the Heart.**

6.2 Does the Institution has a management Information System

> **Yes.** Our MIS accesses a range of information and resources to help deliver the content and administer the various workflows in operational activities such as Online Admissions, Attendance records of students, Attendance records of employees, Casual Leave Records, Online feedback, Online Examinations, Question paper generator, Scheduling –Timetables & Examinations, Results of Examinations, printing of marks cards and result analysis ,Classroom mapping, Laboratory utility mapping and Work balance

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

### 6.3.1 Curriculum Development

- Compulsory inclusion of emerging trends, experiential learning and gender-specific modules in syllabi. The syllabus is constructed to help women become independent thinkers and decision-makers.
- Inter-disciplinary programmes have been introduced.Students are allowed flexibility to choose one subject from an alternate stream.
- A diversified PT Course (compulsory for freshers) is offered with exciting options like Sports/ Athletics, Yoga and Self-Defense to all FY students.
- Some pragmatic courses to give students an exposure to real world situations and increase their employability have been designed.
- A well-structured Value Education course which is compulsory for all the students has been institutionalised as a credit based course.

### 6.3.2 Teaching and Learning

- Autonomy has brought about a new zeal and zest in the faculty members. The college has made efforts to make all faculty computer literate. This has seen a surge in the usage of ICT enabled pedagogy.

- Interactive methods of teaching such as case studies, role play, student presentations, mock Parliament and group discussions are being used by a large number of faculty members in their day-to-day teaching .

- Other methods of learning experiences provided to students include industrial visits, participation in seminars and workshops, inter and intra college competitions, lecture series, guest lectures, organisation of exhibitions.

- A Language Laboratory for improving the communication skills of students coming from the regional medium of instruction has been set up.

- Specific strategies are adopted for facilitating average and advanced learners

### 6.3.3 Examination and Evaluation

- Implementing our own unique brand of 'stress free' modules of examinations.

- The internal assessment system is not only a system of continuous assessment but of frequent assessment as well. As part of internal assessments every course includes Flexi-tests, which essentially involve project work that requires research beyond the textbook. The Flexi Tests may be in the form of a seminar /class test / submission of study report / open book exam, / oral presentations / field visits, etc.

- Evaluations are ICT enabled making them objective, speedy and economical. The Online Objective Type Examination Package has been acquired.

6.3.4   Research and Development

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

6.3.5   Library, ICT and physical infrastructure / instrumentation

- Extension of Library to almost double its former size

- Audio Visual rooms for usage of multi media teaching aids and presentations

- Creation of Wi-Fi zones, subscription to e-journals and use of customized educational software

- Increase in equipment for ICT enabled teaching – computers, CD writers, printers, LCD projectors, large screens, broad band connection - in the labs as well in the library, smart T.V., etc. The computers in the administrative unit are connected with LAN and 5MBPS ILP Link.

- A Language Laboratory

- Digitalisation of the library. Digital library section containing online journal databases including NLIST programme of INFLIBNET, EBSCO - Literary Reference Centre,  EBSCO – Academic Search Elite and JSTOR. Installation of the SLIM software.

- Access to e-books and print journals.

- Construction of Examination Cell

- Construction of departmental cubicles with separate computers to help in the extensive use of facilities.

### 6.3.6 Human Resource Management

- Faculty involved in decision making.

- Choice based duty allocation leading to job enrichment and effective performance. Hence 'Right Person' for the 'Right Job'.

- Valuing employee contribution by announcements and felicitations during the Sanctuary period or the Annual Prize Distribution Day; publishing their achievements / contributions in the College Miscellany; allotting greater and more significant role in decision making; awarding monetary compensation for outstanding work.

### 6.3.7 Faculty and Staff recruitment

- Selection is based strictly on merit.

- Advertisement about vacancy is published in all leading newspapers; candidates are shortlisted and personal interviews are conducted.

- The interview/ selection panel is constituted as per University norms.

- Decision of HOD and subject experts / university representatives is respected.

### 6.3.8 Industry Interaction / Collaboration

- The Board of Studies for each subject has at least one member having an industrial/professional background. They provide a critique of and inputs for curriculum construction and delivery. This helps the College and faculty to stay abreast of the latest developments in Industry.
- Several courses include flexi tests (for internal assessment) which essentially involve Project Work that requires research beyond the Text Book. Very often these are in the form of a visit to a industry or a corporate office helping the student to evolve from a theoretical understanding of a topic to the practical application of the theory.

### 6.3.9 Admission of Students

- The Admission process is systematic, streamlined , transparent computersied and strictly based on merit.
- Information regarding the admission process is published in the Annual prospectus and the College website.
- As the College is a Linguistic Minority (Sindhi) College, 50% seats are reserved for Sindhis.
- Remaining seats are filled in accordance with Government and University of Pune Guidelines for General and Reserved categories.
- **No Capitation fees (not even for Management Quota Seats) are ever taken for admissions.**

6.4 Welfare schemes for

| Teaching | 02 |
|---|---|
| Non teaching | 02 |
| Students | 12 |

Teaching: Emergency medical facilities; free homeopathic dispensary

Non-teaching: Emergency medical facilities; free homeopathic dispensary

Students: Emergency medical facilities; free homeopathic dispensary; fee concessions; on campus counseling; remedial course in English, free hostel accommodation, free notebook, foot-ware and woollens, free breakfast coupons for sports students; book bank facility; free computer facilities

6.5 Total corpus fund generated      Rs.6,68,94,982

6.6 Whether annual financial audit has been done      Yes           No

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

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

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

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

For UG Programmes     Yes [ ]     No [ ]

For PG Programmes     Yes [ ]     No [ ]

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

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

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

**St. Mira's College was the first Arts and Commerce College in the entire State of Maharashtra to be granted Autonomy by UGC and the University of Pune from 2007. In March 2014 the College was granted an extension of the Autonomous Status - valid from June 2014 to May 2019.**

6.11 Activities and support from the Alumni Association

> **Regular Meetings of Alumni Associations are conducted and they very whole heartedly interacted with the External Review Committees that visited the College for granting Extension of our Autonomous Status.**

6.12 Activities and support from the Parent – Teacher Association

- Regular meetings of parents and teachers is organised to update the students about the progress made by the College for time to time.
- Each and every parent is informed about the attendance of their child atleast twice a year
- Parents are free to approach the class teachers and the subject teachers n their free time.

6.13 Development programmes for support staff

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

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

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

# Criterion – VII

## 7. <u>Innovations and Best Practices</u>

7.1 Innovations introduced during this academic year which have created a positive impact on the

functioning of the institution. Give details.

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- A major suggestion made during the NAAC Re-accredidation team in March 2012 was to increase to the confidentiality and security of the evaluation process. This was considered very seriously by the IQAC and the following innovations were introduced.
    - o Enhancing the security of the Marksheet with a Hologram
    - o Adopting a standard format for Question Papers
    - o Working in an eco-friendly manner- no use of CDs for storage of QPs.Maintenance of Data on portable Hard Disks.
    - o Using pre-printed stationary to be used for examination purpose

---

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

the beginning of the year

| Plan of Action | Action Taken |
|---|---|
| 1) Reviewing and analysing academic programmes | • All UG and PG Programmes were monitored through student feedback. This feedback was carried out along two dimensions –i) content of the curriculum and ii) performance of teachers in class. This feedback is shared with faculty and suggestions for improvement were given by the Heads of Departments<br><br>• Lecture series and workshops for sensitizing students towards gender issues and environment issues were organized -10 activities relating to gender sensitization were organized and one workshop for spreading awareness about environment protection was organized in collaboration with 'Swach'. |

| | |
|---|---|
| 2) Ensuring the quality of the administrative units of the College | • Automation/Computerisation of routine administrative jobs has been done to remove the delay drudgery associated with these jobs.<br><br>• The Administrative blocks are under CCTV monitoring which has helped in the optimal use of time and resources.<br><br>• Administrative tasks are student centric.<br><br>• Students' satisfaction surveys have components related to administrative and library functions.<br><br>• Job profiles have been spelt out, effective division of responsibility done and record of entry of work done per hour by each member is maintained. |
| 3) Working with the University and UGC for sending their Committees to review Academic Autonomy and grant Extension of Autonomy to the College | • The IQAC members were very proactive in organizing the visit of these two Committees – arranging for convenient dates of their visit, looking after hospitality, overseeing all the department presentations getting together all the necessary documents for inspection. |
| 4) Revisiting the marking scheme decided upon for self-appraisal (API scores) and promotion through Career Advancement Schemes of UGC; Guiding teachers for the same | • IQAC had interpreted the intricacies of the new appraisal system for College teachers as per UGC regulations (2010) and has guided teachers with respect to the marking scheme of the 3 categories of API. This year the IQAC revisited the marking scheme and updated it as per suggestions received. |

| | |
|---|---|
| 5) Monitoring resource mobilization- UGC XI Plan, (Development Grants and Merged Scheme Grants), University Quality Improvement Programmes; UGC - College with Potential for Excellence; Autonomy Grant. | • Utilisations of UGC XI Plan and Autonomy Grant were prepared and submitted to the UGC (WRO). <br> • Preparation, submission and presentation of the CPE (Phase II) report to UGC New Delhi was made and **College with Potential for Excellence status awarded for the 2nd time in April 2014.** <br> • New proposals for initiatives to be undertaken for the UGC- XII Plan were submitted. |
| 6) Providing consultancy to institutions desirous of acquiring the Autonomous Status. | • The counselling cell provides consultancy to our sister institutions. |
| 7) **Conducting skill development activities for students** | • A number of inter college and intra institutional skill development activities were organized to showcase and develop the talent of the students. |
| 8) Introducing Quality enhancement strategies for teaching learning activities. | • Seminars, Conferences, Workshops and Lecture Series were conducted and resource persons with expert domain knowledge were invited to address the faculty and students. |
| 9) **Implementing some important Examination Reforms** | • A standard format for Question Papers was adopted <br> • Decision to work in an eco-friendly manner was taken- no use of CDs for storage of Question Papers and maintenance of Data on portable Hard Disks. <br> • Saving paper by using pre-printed stationery for examination purpose |

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

> **Best Practice 1:** Inclusion of 'experiential learning' as one of the innovative components of the Autonomous syllabi.
>
> **Best Practice 2:** Institutionalising 'Value Education' as a Credit Based Course.

*\*Details in annexure III*

7.4 Contribution to environmental awareness / protection

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

7.5 Whether environmental audit was conducted?    Yes        No    ✔

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

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

## 8. Plans of institution for next year

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

**Mrs. M. Banerjee**                              **Dr. G.H.Gidwani**

**Coordinator, IQAC**                            **Chairperson, IQAC**

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

- An important quality enhancement measure practiced by the IQAC is the structured student feedback on the syllabus, the examination and the evaluation, on the teaching methods of teachers in class as well as on the co-curricular activities students would like to have. Feedback is also taken from the students to improve services in the canteen, parking lot and common areas.

- It is an online mechanism and is taken once a semester for all undergraduate and post graduate programmes conducted in the College.

- The Course content of each subject is evaluated on the basis of the following parameters: Depth of the course content including project work if any; extent of coverage of course; applicability/ relevance to real life situations; learning value (in terms of knowledge, concepts, manual skills, analytic abilities and broadening prospectives) clarity and relevance of textual reading material; relevance of additional source material (library / internet); extent of effort required by students.

- The faculty is likewise evaluated on the basis of the following parameters: Knowledge base of the teacher; communication skills; sincerity/commitment; regularity and punctuality; interest generated by the teacher; ability to integrate content with other courses; Quality and effectiveness of class-room teaching; provision of opportunities for interaction; accessibility of the teacher in and out of the class(includes availability of the teacher to motivate further study and discussion outside the class); ability to design quizzes/tests/assignments/examinations and projects to evaluate students' understanding of the course; provision of sufficient time for feedback (revision) etc.; Attitude to students/cordial relationship with students on academic issues; Completion of syllabus during the academic session conduct of extra lectures if needed.

- The students are asked to mark the teachers' on a scale of 1 to 5 where 1 represents that which is least effective and 5 represents 'excellent'. These points are then interpreted as percentages and the feedback is provided to the concerned teachers.

- The Feedback is assessed and analysed by every Head of the Department and a meeting is arranged to appreciate or improve (as the case may be) the performance of the teacher. This feedback is also used by teachers for self improvement and organization of activities for students.

- The analysis for the Feed Back for the year 2013-2014 showed an overall high satisfaction with the course content of every subject. Some teachers were found deficient in punctuality and some had low accessibility. Suggestions and recommendations were given to the concerned teachers at the interaction meeting.

## <u>ANNEXURE -III- Two Best Practices of the Institution</u>

**Best Practice 1:** Inclusion of 'experiential learning' as one of the innovative components of the Autonomous syllabi.

1) Title: Under Autonomy the syllabus designed by our teachers has several innovative components to help women become independent thinkers and decision-makers. Some of the innovative components are inclusion of emerging trends, **experiential learning** and gender-specific modules in the syllabi.

2) **Goal:** Autonomy has helped us devise a syllabus which has resulted in academic and intellectual stimulation and is geared to generate employment. Academic autonomy has given us the freedom to offer value additions to the students in terms of content, methods and materials. It has given us the opportunity to design pragmatic course structures which give students an exposure to real world situations and increase their **employability** for some of the most coveted jobs in the industry.

3) **The Context:** Almost all subjects in the Science, Commerce and Arts Streams have made the 'experiential learning component' a compulsory part of their course. However, keeping in mind the constraints of space two popular cases will be discussed in detail:

a) **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. The focus is not on making students entrepreneurs as much as it is on making them entrepreneurial. In today's competitive world, students need to explore their environment, exploit opportunities, fight against odds and be motivated to achieve.

b) 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.

4) **The Practice: a) The Entrepreneurial Development Cell** was established in the college with the help of MCED (Maharashtra Centre for Entrepreneurship Development) in 1993.
The activities of the EDC began as a practical assignment for the undergraduate Business Entrepreneurship students. It was aimed at instilling the entrepreneurial spirit among the students by motivating them to take to manufacturing and trading activities. and to develop purchasing, organising, communicating, marketing, team building and accounting skills among them. These included making and/or sale of jewellery, chocolates, gel, candles, phenyl, pottery and paintings,etc. The main objective was to give the students art, craft, and culinary skills so that they convert their hobbies into business activities and become economically independent.

A few years later it took the form of an intra – college competition where students of

other disciplines too got an opportunity to showcase their entrepreneurial skills. The popularity of the event soon turned it into an inter college activity and in 2003 it took the shape of the **'Mira Bazaar'**. Today it is organised on a grand scale with a number of institutes and a good number of women entrepreneurs participating. The Mira Bazaar also provides a platform for networking for women entrepreneurs of the city. Membership to the EDC is limited to the Final Year students who have opted for B.E. as one of their subjects. Out of these the finer grain (about 60 students) are selected to run the activities of the EDC. A nominal fee of Rs.150/- is charged. Although the co-coordinator of the EDC would have liked to limit the no. of students to 30, generally the membership swells to 60. The activities of the Cell include Conducting workshops and Industrial visits, carrying out feasibility studies, Making Business Plans, Idea generation, Achievement Motivation Training and organizing the 'Mira **Bazaar'.**

A Core Committee of about 10-15 Third Year students is formed. This committee consists of and is responsible for planning all the important issues related to the Mira Bazaar. This is the Planning and the Decision making body. The other students are assigned to different committees that look after items like Sending out invitations, working out stall space, Procuring Sponsorships, Communicating with the Media, Accounting, Inviting entries, Assigning stall numbers, Issue of entry passes, Account of footfalls, etc.

b) Students of **Special Psychology,** do an actual Research Project as part of their Research Methodology paper. The students of TYBA work on research projects right from the stage of conceptualizing the problem area to statistical analysis and interpretation of their findings. The research areas ranged from understanding marital attitudes among different age groups, life satisfaction and happiness in senior citizens to exploring emotional coping patterns in the youth.

This is one of the salient aspects of the department as these activities are usually seen only at postgraduate level.

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 Muktangan 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.

5) **Evidence of Success: a)** Generally, the adult entrepreneurs show a turnover between Rs. 75,000 and Rs. 85,000; while the students' turnover ranges between Rs. 25,000 and Rs.50,000.

A very satisfying event for the teachers as well as the students because theoretical knowledge is translated into practice. It is a learning experience for students.

Analysis of success and failure is done in the class at the end of every 'Mira Bazaar'. 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 develops in them the ability to work together.

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 HOD of the department is invited to offer consultancy to engineering and management institutes for establishing an EDC in their college.

In July 2013, the department has published a monograph titled, 'Empresario'( meaning
'The Entrepreneur' in the Spanish language) which is a compilation of entrepreneurial exercises given to the students of business entrepreneurship.

b) One of our 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.

## 6) Problems encountered and resources required:

a) Lack of financial support from outside agencies does not allow the EDC to conduct it on a large scale - the Women's Entrepreneur Show has taken place only twice; Space crunch, is another demotivating factor. Adequate security arrangements have to be made for storing wares; Although live interaction between real entrepreneurs and students enhances their understanding of ground realities, the students are deprived of the hands on experience of being in an entrepreneur's shoes.

b) No problems are encountered for conducting 'field visits'. All T.Y.B.A. (Special Psychology)
students invest both time and money for these trips and research
studies.

## Best Practice 2: Institutionalising 'Value Education' as a Credit Based Course.

**1) Title:** For nearly fifty years, our Sanctuary Period, devoted to the promotion of ideals and values, has been deeply appreciated by all our visitors. Under Autonomy i**t has now been internalized as our credit based course on value education.**

**2) Goal:** While we do not compromise on our excellence in academics and extracurricular activities, our emphasis is essentially on character building education. In all our academic pursuits, we have never lost sight of our ideals of simplicity, service and value inculcation which remain at the root of all our developmental activities. While we train the students to sharpen their intellect, we also sensitize their hearts through social and community service which is seamlessly integrated as a part of the curriculum in the form of co-curricular activities. Our USP continues to be - imparting value based education. **To help fructify our character- building endeavors we have institutionalised a well-structured Value Education course, which is compulsory for all our students.**

**3) The Context:** St. Mira's College was established in 1962 as one of the pioneering colleges set up exclusively for girls in this part of the country. It was the dream realization of our Revered Founder Sadhu T.L.Vaswani, who was a born teacher, a modern thinker, a builder with

a futuristic vision. It was out of his vision that St. Mira's was born. Sadhu Vaswani, with his intuitive foresight, believed deeply in woman-power and woman-spirit, long before feminism was even thought of.

Starting as a college with just over sixty students, St. Mira's College today provides education right up to the PG level for over 3000 girl students across the Arts, Commerce, Science and Management faculties. Besides the basic BA and B Com degrees, it offers the highly sought after BBA, BCA, BCS undergraduate degrees, M.Com as well as MA in Sociology, English and

Economics. **Academic excellence with an eye on global perspectives complements aspects such as love for Indian ideals, community outreach, spiritual unfolding and reverence for humanity. Reflecting these ideals, 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.**

**4) The Practice:** Among the unique features of the College, the College Sanctuary takes pride of place. Our daily curriculum begins with the Sanctuary where the students are taught that life is larger than livelihood and the end of knowledge is service. The 30 minute sanctuary period, serves as a focal point in imparting holistic education. We use this daily period to inculcate moral and ethical values, to build character and competence, impart reverence for all forms of life, to build sensitivity to social and national issues and to develop in the students life coping skills. It provides a platform for group counseling. Common problems faced by youth such as depression, anorexia, inferiority complex, sexual harassment are addressed by competent and qualified resource persons.

Through the forum of the sanctuary, students of all disciplines are given basic awareness of their constitutional rights, privileges as well as their civic duties and responsibilities as citizens of a democratic, secular republic. This time is devoted to prayer, reflection and sharing of thoughts on the ART OF LIVING. Indian ideals and the eternal values of life are sought to be inculcated in the students, through this unique feature of the college. Every day there is a talk that has either an inspirational message regarding values or relates to the students in terms of career, development and growth, relationships, attitude to life, commitment and goals.

**5) Evidence of Success:** Not only is the sanctuary a crucial part of an aim to impart value based education, it also fosters a strong sense of belonging among teachers and students. It serves as an assembly which promotes cultural and religious harmony. At the sanctuary heroes of humanity and saints of all religions are remembered on their birth/death anniversaries. Inter-faith prayers are conducted. Important festivals and sacred days of all religions are observed. Over and above all this, the sanctuary provides an excellent opportunity for students to develop their skill in public speaking. Their interest in music is also cultivated by the community singing of kirtan, bhajans and hymns, which is actively encouraged.

Our 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.

**6) Problems encountered and resources required:** No problems regarding either monetary resources or human resources has been encountered 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.

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