



Deccan Education Society's
Fergusson College (Autonomous), Pune
Internal Quality Assurance Cell
Action Taken Report

Year: 2017-2018

Sr. No.	Plan of Action	Action Taken
1	Benchmarking of Curricula	Major revisions in the curricula with benchmarks. Each curriculum has a skill component and industry interface.
2	Promotion of ICT and Project Based Learning	Use of ICT tools by most of the teacher's in the classrooms and laboratory. Project based learning for undergraduate courses in both Science as well as Arts streams.
3	Feedback on teaching - learning: (Scale 0 to 4)	The mechanism (online) for feedback on teaching has now been well integrated with the ERP system. Feedback is taken for all programmes for each semester. The feedback is analyzed and results are communicated to teacher's. Corrective actions have been taken in case of non-performing teacher's.
4	Skill Enhancement Programmes	Promotion of interdisciplinary learning through skill enhancement programmes like LINUX awareness, ICT and IoT, Basics of Data Analytics with R, Basics of machine Learning with R, Basic Statistics using R software for Life Sciences and Special lecture Series on IPR
5	Examination and Evaluation Reforms	Examinations / assessment methods have been reformed. There is flexibility in internal assessments as per the choice of the student and an attempt has been to make it more learner centric.
6	Industry interface and career guidance	A separate Cell, "Career facilitation Center" has been established. Career summits, Sectorial Summits are regular features of this center. Panel discussions with Industry Experts and students are regularly organized to bridge the gap between academia and

		industry. This has enhanced internships, projects and overall placements of students.
7	Extension and Outreach	Extension and outreach activities are conducted through “Social outreach and Enabling Center” (SOEC). The college has established linkages with NGOs for which the students are working to carry out small research, surveys and present them in classrooms. Science teaching has been further promoted through “Science Education Initiative” (SEI) in low income PMC schools specifically for maths and science.
8	Training of Teacher’s at Centres of Higher Learning and Excellence	Teacher’s are exposed to the next level of training at Industries especially IT industries, HRDC Centres, IISER’s and through special workshops organized by Department of Biotechnology, Government of India. This has enhanced their knowledge base.
9	Introduction of new academic programmes	<ul style="list-style-type: none"> a. M. Sc. Computer Applications. b. Certificate Course in MEAN Stack Web Development for industry. c. Certificate Course in Intellectual Property Rights.
10	Academic and Administrative Data	Collected through prescribed formats as per AQAR.



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Year : 2018-2019

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1	Revisions in the Curriculum	Major revisions in the curricula with benchmarks. Inputs from alumni and industry have been incorporated appropriately in the curricula.
2	Teaching-Learning	Use of ICT tools by most of the teacher's in the classrooms and laboratory. Project based learning for undergraduate courses in both Science as well as Arts streams.
3	Feedback on teaching - learning: (Scale 0 to 4)	The mechanism for feedback on teaching has now been well integrated with the ERP system. Feedback is taken for all programmes for each semester. The feedback is analyzed and results are communicated to teacher's. Corrective actions have been taken in case of non performing teacher's.
4	Interdisciplinary learning	Promotion of interdisciplinary learning through skill enhancement programmes like LINUX awareness, ICT and IoT, Basics of Data Analytics with R, Basics of machine Learning with R, Basic Statistics using R software for Life Sciences and Special lecture Series on IPR
5	Examination and Evaluation Reforms	Flexible assessment methods continued as earlier.
6	Industry interface and career guidance	Activities continued as earlier through career facilitation center
7	Extension and Outreach	Extension and outreach activities continued with the help of NGOs and continuation of Science Education Initiative (SEI)
8	New Programmes Introduced	M.Sc Data Science
		Entrepreneurship development component introduced in collaboration with Wadhvani Foundation for post graduate students.

		Certificate Course in IPR (continued)
		Certificate Course in MEAN STACK Web development (continued but couldn't be continued due to less number of registrations)
		Certificate Course in English Writing introduced in collaboration with TechnoWrites.
9	Academic and Administrative Data	Collected through prescribed formats as per AQAR.
10	Academic and Administrative Audit	Conducted on 11 th and 12 th November, 2019



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1	Entry level diagnostic test for post graduate programmes	Diagnostic test have been implemented at entry level for all post graduate programmes. The test was MCQ based and a benchmark of 40% or less was kept in identifying a slow learner. Departments also provided the score sheet and one page report of the diagnostic test conducted. Based on this analysis, every department provided a bridge course at the beginning of teaching.
2	Catering to advanced learners	Skill enhancement courses/ programmes and activities were organized for advanced learners. Some of the important features of programmes/ activities for advanced learner were: <ol style="list-style-type: none">1. Project based learning- not included in the curriculum.2. Lectures/Interactive sessions on special topics like astrobiology, writing research papers, hydrogen economy, development of animal forms, aging and mitochondrial biology, role of pharmacognosy in drug development, genetic engineering, vaccine production and HAM radio.
3	Developing an Outcome Based Education Model	Extensive training of teachers in understanding OBE was conducted by IQAC. It involved: <ol style="list-style-type: none">a) Understanding and writing programme outcomes and programme specific outcomes.b) Understanding and writing course outcomes for all courses (at first postgraduate courses).c) The process of mapping and attainment has been designed and finalized and will be implemented in due course of time.
4	Promotion of UGC-SWAYAM and MOOCs	<ol style="list-style-type: none">a) Student can undertake MOOCs for which the credits are transferred.b) MOOCs have been integrated in the course structure (for post graduate programmes)

		c) A teacher coordinator and a separate office space is made available for solving queries/ process management for students undertaking MOOCs courses.
5	Developing online assessment method (examination)	One of the internal examinations is compulsorily conducted on through online mode, it is MCQ based assessment method. It is conducted through ITLE (integrated teaching learning exam) platform of ERP.
5	Promotion of Research	<p>a) The Research Coordination Committee conducted orientation programme on new schemes of -UGC SPARC programme, ISRO projects and UGC-STRIDE Scheme.</p> <p>b) Two research projects under UGC-STRIDE (Component-II) have been shortlisted. Writing of policies for research, Plagiarism and Consultancy</p>
6	Mentoring for all students	The process/ mechanism of mentoring has been well established for all students through a dedicated mentoring team. The team has devised a process of mentoring for both online and offline methods.
7	Creating awareness regarding IPR	<p>Following programmes has been conducted related to IPR-</p> <p>a) Writing policies with special reference to research and consultancy.</p> <p>b) Public Talk - National and International Status of IPR</p> <p>c) Public Talk - GI(Geographical Indication: Importance and Necessity)</p> <p>d) Patenting Procedures and various forms of IPR for Life Science and for arts and humanities</p> <p>e) Avenues and opportunities in Patinformatics.</p> <p>f) Avenues and opportunities in IPR for Faculty and Career Avenues and opportunities in IPR for Students</p>
8	Outreach and extension Programmes/ Activities	<p>The outreach and extension activities continued for almost the entire year till the lock down due to covid-19 pandemic. Few important achievements were:</p> <p>a) Under the Ramanujan training program this year 55 students from the Pune Municipal Corporation schools were trained for the International Math Olympiad examination. Out of this, 40 students appeared for the exam.</p> <p>b) Workshop for Geography teachers on introduction to geology and earth and solar system.</p>

		<p>c) Workshop on ‘Introduction to the Exciting World of Microbiology’ for high school students,</p> <p>d) Two-day workshop on ‘Understanding life-style diseases using Clinical biochemistry for high school teachers’. The workshop covered Basic clinical biochemistry techniques like blood sugar estimation, techniques to identify pathogen using enzymology and qualitative tests for detection of carbohydrates and proteins.</p> <p>e) Three-day programme on ‘Popularization of Science’.</p> <p>f) Workshop on disposable bag making and activities under <i>Beti Padhao Beti Bachao</i> mission.</p>
9	Proactive efforts for differently abled students	Recording of books for visually challenged students of college studying in faculty of Arts. This is a platform where any one can record and book in audio form and make it available for the student. A “virtual Study Circle” has also been formed for enhancing teaching-learning activities.
10	Academic and Administrative Data	Collected through prescribed formats as per AQAR.



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1	Revisions in credit structure for all BA programmes and Promotion of Interdisciplinary Learning.	Major revisions in the course structure of all BA and B.Sc programmes has been done with introduction of one compulsory skill enhancement course in the structure. The number of credits assigned to each course has also been revised.
2	Defining process for development of OBE Model for all academic programmes and mentoring for all students for all academic programmes.	<ul style="list-style-type: none">a) The revised curricula were prepared as per the OBE model.b) Assessment carried out as per course outcomes for linking it to course attainment.
3	Preparation for online teaching.	Due to the covid 19 pandemic, there has been a major change in teaching shifting from offline to online teaching mode. <ul style="list-style-type: none">a) Training of torchers for teaching in online mode on Microsoft teams platform.b) Use of different tools on teams platform for teachingc) Online assessment method on ITLE platform of ERP (for both MCQ based questions and descriptive methods)
4	Partnering with NGOS for additional credit courses	This has been a pilot for developing a course (Women Leadership) in collaboration with an NGO. The policy for credit transfer of such a course has also been devised by IQAC.
3	Partnering with Industries for meaningful linkages	Industries have been shortlisted depending upon the domain of expertise. They have been contacted for establishing meaningful linkages and some positive responses are seen. IQAC

		has developed a blueprint on areas/domains for establishing a collaboration charter with industries, so that the linkage is more meaningful and long term. It will create an impact on student internships and placements.
6	Policies and Standard Operating Procedures (Academic and Administrative)	Policies and standard operating procedures have been drafted and presented to the governing body for approval. After revisions, it will be finalized.
7	Mentoring	The mentoring team has ensured that each student gets mentored through online/offline mode.
8	Outreach and Extension activities	Orientation programme was conducted, association with NGOs has been continued with addition of few new NGOs. There have been constraints due to shifts in online/offline modes.
9	Academic and Administrative Data	<ul style="list-style-type: none"> a) Collected through prescribed formats as per revised AQAR. b) Preparations for academic and administrative audit.