



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. MIRA'S COLLEGE FOR GIRLS (AUTONOMOUS)

**ST. MIRAS COLLEGE FOR GIRLS, 6, KOREGAON ROAD, NEAR HOTEL BLUE
DIAMOND, PUNE-411 001**

411001

www.stmirascollegepune.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Mira's College for Girls, Pune, established in 1962, affiliated to the Savitribai Phule Pune University, is the dream realization of the visionary saint and philosopher, Sadhu Vaswani. The College flourishes under an enlightened and supportive management inspired by none other than Rev. Dada J.P. Vaswani, a world-renowned spiritual leader.

Located in the heart of Pune city, just 8 km from Pune airport, the College is one of the most prestigious colleges affiliated to the Savitribai Phule Pune University, with a student strength of over 3000 and a staff strength of 62 (All Female) in the faculties of BA, B.Com. BBA, BCA and B.Sc.(Computer Science) as well as PG courses in all the major streams and a Research Centre in Women's Studies.

St. Mira's distinguishes itself as an educational institution that builds competence by default and character by design. It is proud to be a women's college with minority status. It is both a grant-in-aid and self-financing institution. We have, in our 60 years of academic service, developed the necessary constructs for imparting a value based education, which gives us our exclusive identity. Our value is borne out by the fact that we have been-

- **One of the most successful colleges set up exclusively for women in Pune**
- **The First College to voluntarily undergo NAAC accreditation in Pune, in 2002**
- **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 and the first Arts, Commerce College to go in for academic autonomy in 2007.**

Awards that reinforce our commitment to excellence...

- **Best College Award conferred by Pune University, 2004**
- **Recipient of Vidya Ratna Award instituted by 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 the CPE status for the second cycle in 2014.**
- **Ranked First in Arts, Commerce and Science in Pune by *India Today***
- **Recognized for Excellence in the Field of Empowerment of Women through Value Based Education by Atal Achievement Awards 2022.**

Vision

Vision: To develop in a Centre for Excellence providing quality education and empowering women to take their place in society.

The Mira Movement in Education: St Mira's is the dream realization of the progressive visionary saint and philosopher Sadhu Vaswani. In 1933, he founded the Mira Movement in Education in Sind. The Mira Movement aimed at the empowerment of women through the right type of education, for Sadhu Vaswani, with his intuitive foresight, believed deeply in woman- power and woman-spirit, long before feminism was even

thought of. The Mira institutions flourish under an enlightened and supportive management headed by none other than Rev. Dada J.P. Vaswani, a world-renowned spiritual leader and messenger of India's spiritual heritage. In the Founder's words, "The woman-soul will lead us upward, on!" Thus gender sensitivity and promotion of women's rights is at the very heart of the Mira Movement. The institutions are inspired by the faith that in the new unfolding of India's destiny, women will play an important part. This movement translated into the vision statement of St Mira's College for Girls.

What also sets St Mira's apart is 60 years of uninterrupted service to *woman*-making and therefore to nation-building. Starting with just over sixty students in 1962, St. Mira's College today provides education right up to the PG level for over 3000 girl students across traditional and contemporary courses. Academic excellence with an eye on global perspectives complements aspects such as love for Indian ideals, community outreach, spiritual unfolding and reverence for humanity. All of this coheres with the college vision and mission statements.

We have a dedicated group of teachers, with enviable academic records and steadfast commitment to their profession who share this vision. In spite of being an institution that enjoys the linguistic minority status, selection and recruitment of faculty, promotion to key positions in the college and deputation of Faculty members for Teacher fellowships is done strictly on merit. We are truly dedicated to quality education and our students.

Mission

Mission:

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.

Motto:

Our Mission statement is enhanced by our Motto '**Kindle The Light**' – which implies our commitment to impart values of simplicity and service; purity and prayer which will foster their strength of character and build competence in them.

"We can do things differently, and we can do different things...Innovation is not only the most sophisticated technologies, sometimes it's the simplest of things." United Nations Secretary-General António Guterres.

At St Mira's we do things differently by looking at lean innovations constantly drawing on stakeholder feedback. Some of our efforts that have arisen out of our analysis and responding to the need of the hour include:

- Yoga and meditation on a weekly basis for the entire college during our unique value education period conducted at our Sanctuary Hall to cope with stress and ensure physical health. This also creates a supportive community on campus.
- A mental wellbeing programme that reaches out to all students and faculty and continued to do so during Covid in the online mode when it was needed most
- CWE: Centre for women entrepreneurship
- Strengthening the 'experiential component' in curriculum design so that it is geared to generate

employment

- Online one-on-one peer teaching in the programme SOUL by the students of the college to help weaker students on and off campus
- MILE: A Centre for Virtual Collaboration with colleges across the world to provide students who cannot afford to study abroad a global experience
- Creative and leadership opportunities for students via the student council, class representatives, student coordinators, recognizing that there are multiple intelligences that need to be catered to
- Introduction of concepts of social justice through inter-disciplinary courses like 'Art and Violence' or 'Art and Inequality'; tweaking gamification by using video games like 'Call of Duty' to understand violence etc
- Use of ICT through recorded lectures on Moodle, Google Classroom and Studium ERP, assignments and mapping of attainment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Milestones – Many 'Firsts' and Institutional Recognition**
- Consistently accepting new challenges in our journey towards excellence which has seen us being the first in many areas such as
 - The first college in Pune to voluntarily undergo NAAC accreditation in 2002
 - Recipient of the 'Best College Award' instituted by Pune University for the first time in 2004
 - One of first 18 colleges in India to be awarded the status of College with Potential for Excellence (CPE) by UGC in 2005
 - First Arts, Commerce College in the state of Maharashtra to go in for academic autonomy in 2007.
- **Strong commitment to the cause of women's empowerment**
- Mira Ideals, Values and Philosophy of Education
- Our Ethical Practices
- Our complete and absolute commitment to our chosen goal of Women's Empowerment
- Our strong and committed system of value based education , extension and social outreach activities
- Hence recognized for **Excellence in the Field of Empowerment of Women through Value Based Education by Atal Achievement Awards 2022.**
- **Academic Autonomy -**
 - **Curriculum** that reflects academic relevance, contemporaneity, global trends, gender and environment related issues, interdisciplinarity and experiential learning components including internships.
 - innovative multidisciplinary reforms in curricular design and implementation
- **Dedicated teaching staff**
 - Our Healthy Practices in Leadership and Governance promote a democratic, participatory and distributive Management.
 - Cohesive functioning of the Management and Faculty and has resulted in an almost zero

attrition rate

- **Embodying the goals of FIT INDIA movement**
 - Excellence in Sports and extra-curricular activities
 - The students have brought to the college 176 medals more than the last NAAC cycle!
- **Well-equipped laboratories and well-stocked library .**
- **ICT-enabled infrastructure and optimal use in teaching-learning-research and evaluation**
- **Innovation Certification:** 3.5 star rating by Institution Innovation Council, MoE, and GoI
- **Transforming our systems to take forward Higher Education as per the NEP 2020**
- Hone skills through courses, student council and clubs
- Differential credit rating to offer additional credits courses
- Use of technology for Administrative, Teaching and Examinations systems
- Forming the NEP committee
- Registering for the NAD and Academic Bank of Credits
- Graduate attributes
- Equivalence Policy for smooth transfer of students to our institution.

Institutional Weakness

- **Limited scope for infrastructural development**
- The Maharashtra pattern of combining Degree Colleges with Junior Colleges: has led to saturation of space in our current location.
- **Constraints of Affiliation**
- The constraints of affiliation from the University that prevent us from offering permanent P.G. Courses.
- The sincerity and commitment of the Faculty which has brought the disadvantage of shouldering additional responsibilities like CAP and Senior Supervision at the University side by side with the expected duties like attending BOS / Academic Council Meetings and college level exam duties as an Autonomous College, leaving them hard pressed for their research endeavours.
- The non-receipt of non-salary grants from the State Government since 1996 and NOCs against vacant teaching posts.
- Academic rigidity of affiliating University
- **Limited access to funding for research for faculty from self financing section from Government and Non Government agencies**
- **Industry Academia gap**
- **Consultancy - Revenue generation through consultancy is still to be optimised**

Institutional Opportunity

Participation as a Lead College in setting up and deploying the Credit System as per the NEP 2020.

- Being a Lead College for Autonomy in the State, with the responsibilities and duties of a path breaker – an institution that has chosen to take the road less travelled with all that this entails.
- Being invited to offer consultancy in our core competency areas like Value Based Education, Innovative Practices, Editing, Mental Well Being and Academic Autonomy.

- Fully availing of the NEP by introducing new programmes, accrediting programmes to validate their quality, allowing for students to avail of our expertise whilst simultaneously recognising the expertise of other institutions as well through the credits students accumulate in the Academic Bank of Credits.
- Introducing the 4 year programme under the NEP by providing students exit opportunities by implementing the certificate, diploma, degree, and degree with honours or research structure.

Increasing the ODL mode of teaching by creating appropriate MOOCs

- Creation of MOOCs for distance education
- Devising an increasing number of innovative programmes, and inter-disciplinary courses in full exercise of our academic freedom under autonomy including Liberationism in pedagogy by use of storytelling for empathy and rap in poetry.
- Introducing 'beyond the curriculum value added courses' saving student time and effort in seeking these courses outside the campus.

Designing more innovative, ICT enabled evaluation modules.

- Increasing use of concepts like Flipped Classrooms and Online Teaching to ensure students benefit from faculty both nationally as well as internationally. Using both synchronous and asynchronous sessions.

Increasing Skill-based Courses as per the NSQF

- Creating a Centre for Life Long Learning offering skill based courses for all age groups
- Increasing the number of professional certificate courses
- Expansion of the scope of Skill Enhancement Courses that help in problem solving, and exploring art and social justice eg: through studio performances like Theatre

Increasing collaborations for Corporate CSR and College CWE activities

- Increasing the number of MoUs with the industry

Expanding the Student Aid Programme to ensure that no student is denied an education due to inadequate funds

Institutional Challenge

1. **The stipulated class strength in Maharashtra, which is often 120+ in many classes** – this far exceeds the limits prescribed by many States and Universities. This compromises the optimum student to teacher mentoring ratio.

2. Sustaining the morale and motivation of our faculty members in the face of **dual responsibilities and conflicting roles often thrust on them by the University, the Government and the Election Commission.**
3. **Physical expansion constraints**

Being located in the heart of the city, the college has always faced a space crunch when it comes to expanding its physical infrastructure. The college understands these limitations and tries to compensate for this by resource sharing with other agencies for example 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. In addition, the college operates in shifts to maximise efficient use of college space.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- **Syllabus adopted (University and / or Autonomous)**
- **Curricular flexibility availed and Programs / Courses designed accordingly**
- **Credit System adopted**

- **Syllabus:**

Autonomy has empowered us to engineer a **comprehensive curriculum** geared to achieve our mission.

We are a **multidisciplinary college** and offer **9 undergraduate programmes** in Arts and Commerce including BBA, BBA(CA), B.Sc.(Computer Science), **6 postgraduate programs**: M.A. with varied electives, M.Com with Business Administration/ Accountancy, MSc (Computer Science), a **PhD in Women's Studies**, 3 diplomas and 6 certificate courses.

Value Added Credit courses like acquisition of a foreign language enhance our students' employability in fields other than pure academics. Some of the VACs include Mindful Based Counselling, Adventure Sports, Civil Commando Training and Travel and Tourism just to name a few.

Skill Enhancement Courses (2 credits) run as per the needs of the various specializations to enhance employability varying from editing, to data collection, content writing and listening skills.

8 non-CGPA 2 credit courses to add to the basic requirements of the degree:

- Sports
- Democracy
- The Art of Living
- Personality Development and many other options.
- MILE courses (for advanced students) collaborate virtually with colleges from other parts of the world like Russia, America and Bangladesh.

- Due to the timely pre-covid implementation of **LMS-MOODLE**, the college transitioned to:
- **Online mode of teaching** during COVID-19
- **Self-paced courses** providing academic flexibility, reducing the burden on the students.
- The **semester pattern** is followed with the **credit based grading system** of evaluation.

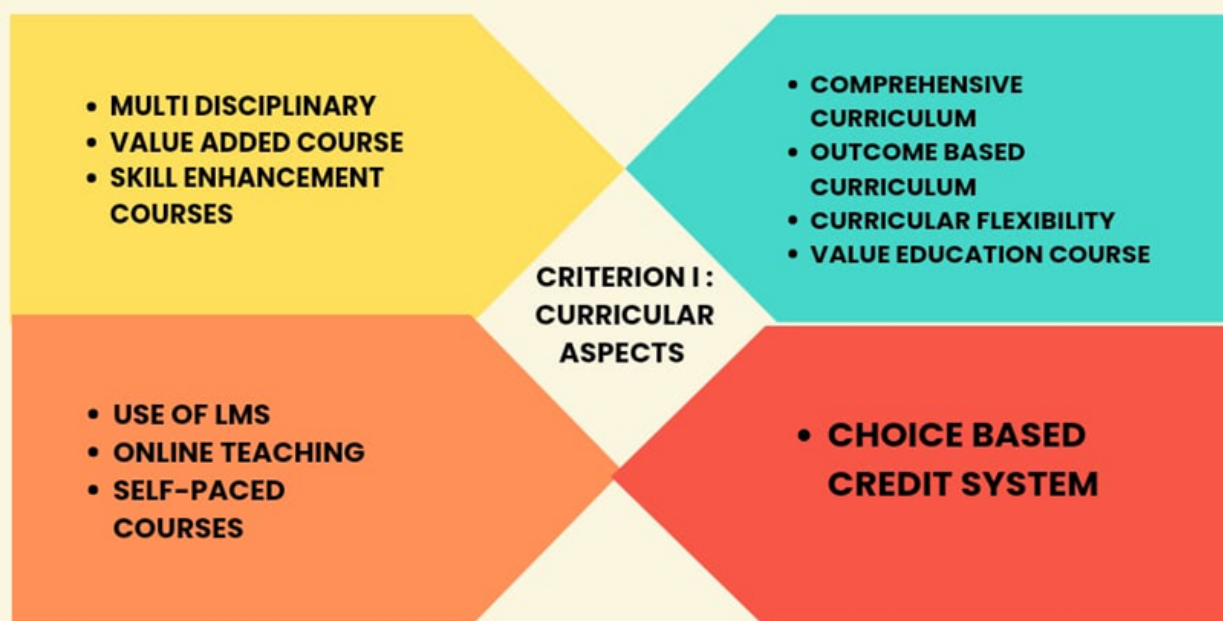
We successfully implemented **outcome based curriculum** where our COs were mapped to our POs using Blooms Taxonomy.

Curriculum: is planned with objective progression in difficulty levels and reflects academic relevance, contemporaneity, global trends, gender and environment related issues, interdisciplinarity and experiential learning components including internships.

Courses: are innovative like English for Empowerment, Against Discrimination, Dealing with Strife. Students study Food Culture, Consumer Culture, Film Studies and can opt for diplomas in Dance Movement Therapy and Clinical Music Therapy.

To fructify our character-building endeavours we have institutionalised a well-structured **Value Education Course** emphasizing gratitude, which is compulsory for all our students.

CRITERION I : CURRICULAR ASPECTS



Teaching-learning and Evaluation

- **Pedagogy (Methods adopted and use of ICT)**
- **Modes of learning offered**
- **Learning Resources available / created**
- **Examination Evaluation (System; Use of IT; Formative and Summative)**
- **Mentoring for academic purposes**
- **Innovative Pedagogical Methods:**
 - Peer teaching
 - Group discussions
 - Student presentations
 - Quizzes
 - Class debates
 - Field visits
 - Industry/NGO visits
 - ICT enabled teaching - LMS, Digital Library, MOOCs, Video conferencing tools, E resources online database, Smartboards
- **Modes of Learning:**

- **Experiential Learning:** Field Trips, Surveys
- **Participative Learning:** Script Writing, Peer Teaching, Class Presentations, Exhibitions
- **Problem Solving:** Case Studies, River Cleaning, Menstrual Hygiene, Tree Plantations
- **Advanced learners:**
 - research papers at seminars
 - projects like Avishkar
- **First Generation Learners and Slow Learners:**
 - subsidised courses eg: Spoken English
 - Bridge Courses
 - Higher level and lower level syllabi eg: English and Economics.
- **Learning Resources available / created:**
 - Textbooks
 - Courses on MOODLE with recorded lectures
 - Power Point Presentations
 - Scholarly articles from EBSCO Host and NLIST
 - Online repository of worksheets for practice
- **Examination Evaluation System:**
 - Examination Cell plans, coordinates and executes the examination-evaluation process.
 - Continuous assessment
 - Flexi-Tests
 - Creative assignments like writing diaries, making presentations, mind map, open book analytical tests, group projects.
 - Rubrics clearly specified.
 - On-Line MCQ Examination system for which all freshers are given a special induction.
 - **COVID-19 Innovations:**
 - On-line proctored MCQ exams
- **Mentoring System:** Mentors meet their mentees as a group as well as on a one-to-one basis. **Inclusive practices:** towards differently-abled students or students from socially disadvantaged groups
- **Academic Calendar** is prepared at the beginning of every academic year with inputs from the Academic Council to ensure students have a structured holistic education.

The syllabus for each subject is unitized to serve as an aid to **teaching plans**.

Time-tables are carefully thought out and adhered to.

Weekly record of teaching (work from college excel sheet) submitted by faculty, monitored by the HODs, to the IQAC to ensure syllabus completion

Feedback is regularly conducted for all stakeholders on curriculum and overall institutional performance.

CRITERION II:

TEACHING, LEARNING AND EVALUATION

LEARNING RESOURCES

1. Textbook
2. MOODLE
3. Digital Library
4. Library

MODES OF LEARNING OFFERED

1. Experiential - Field Trips
2. Participative - Peer Teaching
3. Problem Solving - Case Studies

PEDAGOGY

- METHODS:
- Lectures
 - Peer Teaching
 - Group Discussions
 - Field Visits
 - Debate Role Play
 - Quizzes

- USE OF ICT:
- Smart Boards
 - Power Point Presentation
 - Videos

EXAMINATION EVALUATION

1. Semester System
2. Continuous Assessment
3. Creative Assignments
4. MCQ

MENTORING FOR ACADEMIC PURPOSES

- Group
- One-to-one

Research, Innovations and Extension

Research in Curriculum:

- Integrated research methods and projects at **UG level**.
- Compulsory at the PG level.
- Annual seminars to which students contribute research papers.
- Faculty supervisors

Outcome: Student Publications

Research Policy:

- A well-defined research policy has been laid down to guide faculty and students.
- Included in Institutional Performance Appraisal Recommendations
- Special research incentives to staff on completion of their doctoral degree.

Thrust Areas:

- Women and Gender
- Minorities
- Social Impact
- Culture

Activities to Create a Research Ecosystem:

- The research committee conducts regular lectures on how to publish, which journals are clone journals, plagiarism etc.
- Staff and students are regularly updated on grants and research projects.
- Discussion groups are then initiated to create a research ecosystem.

Outcome: This resulted in:

- 2 faculty members being awarded ICSSR Research Project.
- A faculty member and student receiving the prestigious Tata Grant on Partition.
- Citations and h-indexes
- Publications in SCOPUS and UGC Care list journals.

Editing of Research: An editing cell to proof read research papers simultaneously exposing trained students to sophisticated critical writing whilst taking the burden off faculty who avail of the service.

The PhD research centre and faculty guides further contribute to research.

Innovation: Doing things differently through lean innovations

The Centre for Women Entrepreneurships (CWE) has led to a number of such innovations in its incubation cell.

The college has:

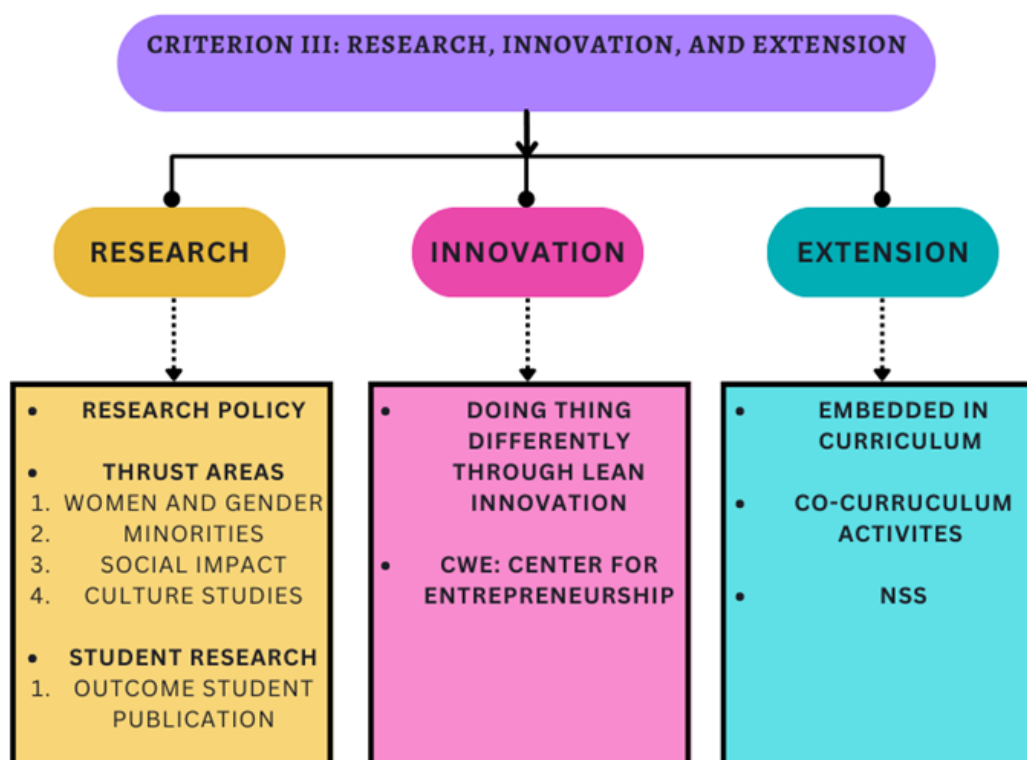
- An Intellectual Property Rights cell
- Institution's Innovation Council

- Academic MoUs
- Collaborations with international colleges like LaGuardia Community College and Burroughs Community, New York
- Internships leading to placement.

Extension and Outreach programmes

- Integral part of the **MIRA tradition, vision and mission**
- An Annual **Social Service Programme Calendar** is prepared.
- **Embedded in the Curriculum:**
 - During COVID-19, as a social innovation, our students taught underprivileged children online.
 - This then evolved into SOUL: Social Online United Learning
 - PALS mentored students from St Mira's as well as other underprivileged sections of society.
 - SOUL is currently the compulsory skill component of the TYBA English programme.
- **Co-curricular Activities:** Students and staff hands-on involvement.
- **NSS**

CRITERION III: RESEARCH, INNOVATION, AND EXTENSION



Infrastructure and Learning Resources

Adequacy of Infrastructure: Effectively and Optimally Used

- The College Campus is spread over 3 acres of land in the centrally located verdant Koregaon Park.
- The campus is divided into several spaces catering to diverse student needs.
- The entrance is via a botanical garden with benches for students to form lifelong friendships.
- The college building is central to the campus with a landscaped inner quadrangle.

The college houses:

- Academic Sections
 - 47 classrooms
 - students' common room
 - two staff rooms
 - cafeteria
 - a library on two levels
 - a language laboratory
 - an Examination Cell
 - a spacious Audio Visual Room
 - Seminar room
 - a large Sanctuary Hall
 - a modern, well- equipped auditorium
 - Computer and other laboratories
- Administrative Sections
- Sanitary Blocks
- Sports Grounds, gym, parking lots
- Hostel housed on the premises of our parent body.

The College installed a lift for differently- abled students.

Augmentation of Infrastructure:

Expansion of courses demanded augmentation of infrastructure resulting in

- creation of a third floor with 'smart' classrooms
- wi-fi on campus
- departmental cubicles with computer facilities
- three new IT labs
- Virtual doubling of the library in terms of space and facilities
- Examination Cell with exclusive facilities and staff

ICT enabled teaching- learning infrastructure:

- College has 239 computers and customized software to meet its academic and administrative needs.
- Smart boards and LCD Projectors in classes
- The Library boasts of a digital library with computers available for students to research on.
- The library has INFLIBNET, EBSCO, reprographic facilities, over 60,000 books and services that are

student friendly and facilities for the visually impaired.

- There are areas specially demarcated for teaching faculty in the library so that research and study is possible in a quiet environment.

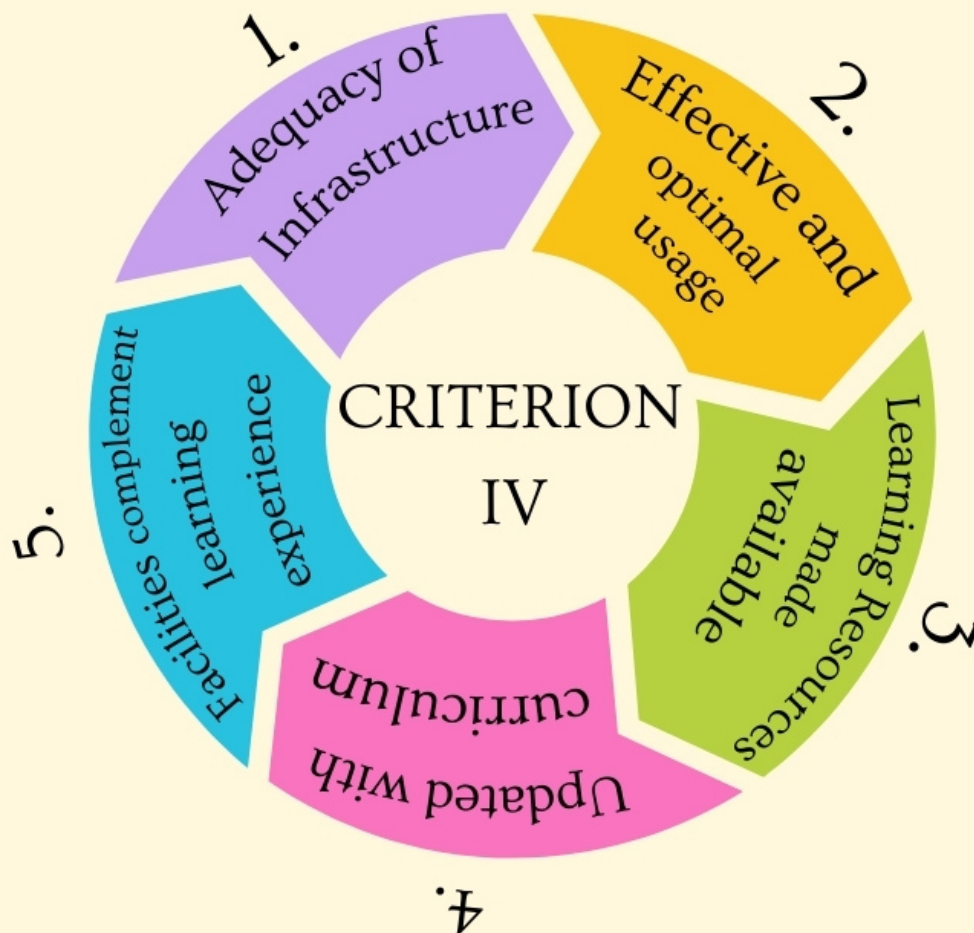
Maintenance:

- Maintenance technician
- Electrician have been appointed on a full time basis
- Training of our own peons in select maintenance jobs.
- Adequate funds for the upkeep of our infrastructural facilities.

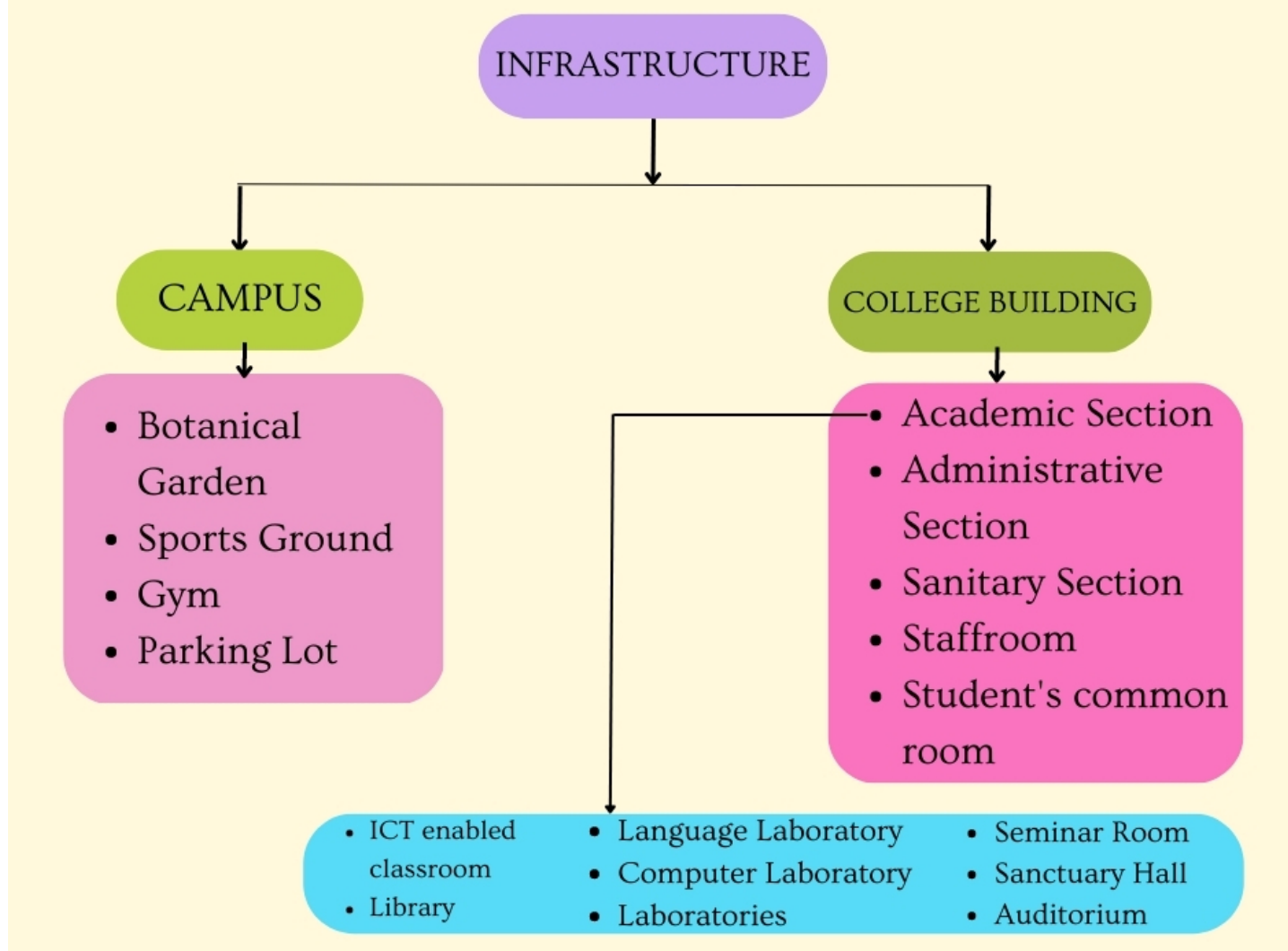
Optimum utilization of facilities:

- College operates on a two shift basis
- Mapping/monitoring use of special facilities
- Auditorium usage permitted for approved events whenever possible.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES



CRITERION IV : INFRASTRUCTURE AND LEARNING RESOURCES

**Student Support and Progression**

St. Mira's is a preferred destination for thousands of girl students aspiring for a bright future. We offer support at multiple levels:

Academic Support:

- Remedial Teaching
- PALS- SOUL: Social Online United Learning
- Mentoring
- Experiential Learning
- The college prospectus and website provide comprehensive information about all aspects of the curriculum, courses offered, academic and co-curricular activities, scholarships and freeships provided and the various facilities available, thereby facilitating the process of admissions.

Financial support:

- Institutional Student Aid
- Government Scholarships
- Non-government Scholarships
- Freeships
- Student Welfare Committee which implements schemes like Earn While You Learn, under the aegis of the Savitribai Phule Pune University.
- The Entrepreneurship Development Cell creates entrepreneurship awareness and facilitates progression to self-employment by offering students exposure to a plethora of entrepreneurial career choices available to them. An annual entrepreneurial event called Mira Bazaar also encourages budding entrepreneurs by giving them a platform to market their products.
- A Placement Cell is also in place to facilitate progression to employment in well-paying organisations.

Emotional Support:

- Student Counselling for mental well-being
- Career Counselling to all students.
- Grievance Cell to address students' problems speedily and satisfactorily.

Alumni Support:

Our Alumni Association, registered in December 2018, is actively involved in our development and growth.

Student Council:

- Our Student Council is an excellent forum which nurtures and enhances leadership qualities of the senior students by involving them in activities of social, cultural and academic significance.
- Students from all levels are encouraged to participate in inter-collegiate events which range from software development to painting, singing, business management and research paper contests.
- We have a variety of student-run clubs, coordinated by students entirely, which hone their creative skills as well as foster confidence building and unites students across various disciplines.

Support for Sports:

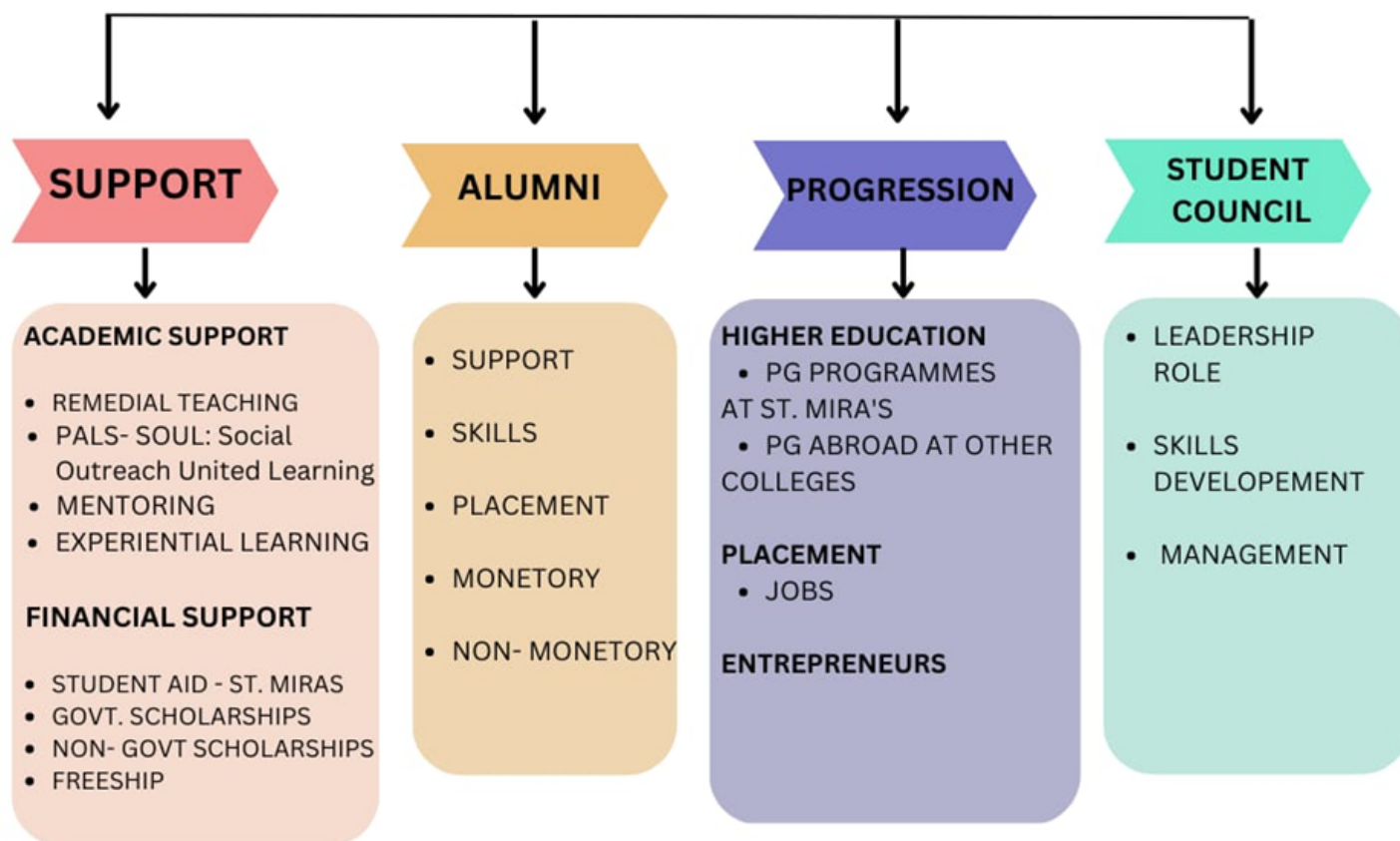
Outcome: The students have brought to the college a total haul of 47 gold medals, 102 silver medals and 78 bronze medals ie a total of 227 medals over the last five years.

Progression:

- **To Higher Education**
 - PG programmes at St Mira's College
 - PG Programmes at other colleges
 - PG Programmes abroad
 - Professional courses
- **Placement**

- Jobs
- Entrepreneurs

CRITERION V : STUDENT SUPPORT AND PROGRESSION



Governance, Leadership and Management

The college is ably led by Principal Incharge Dr. Rajagopalan, an excellent educational leader possessing the necessary academic and management competence.

- Her leadership systems are democratic, participative and distributed .
- Decisions are made by the Principal along with the IQAC and / or HODs or through members of the Statutory and other voluntary committees.
- Regular meetings are held with the Management, ensuring overall coordination in policy decisions and implementation.

We have perfected the PEER Module of Governance - we plan, execute, evaluate, refine - and redefine our policies and plans, if necessary.

Efforts at having effective governance include:

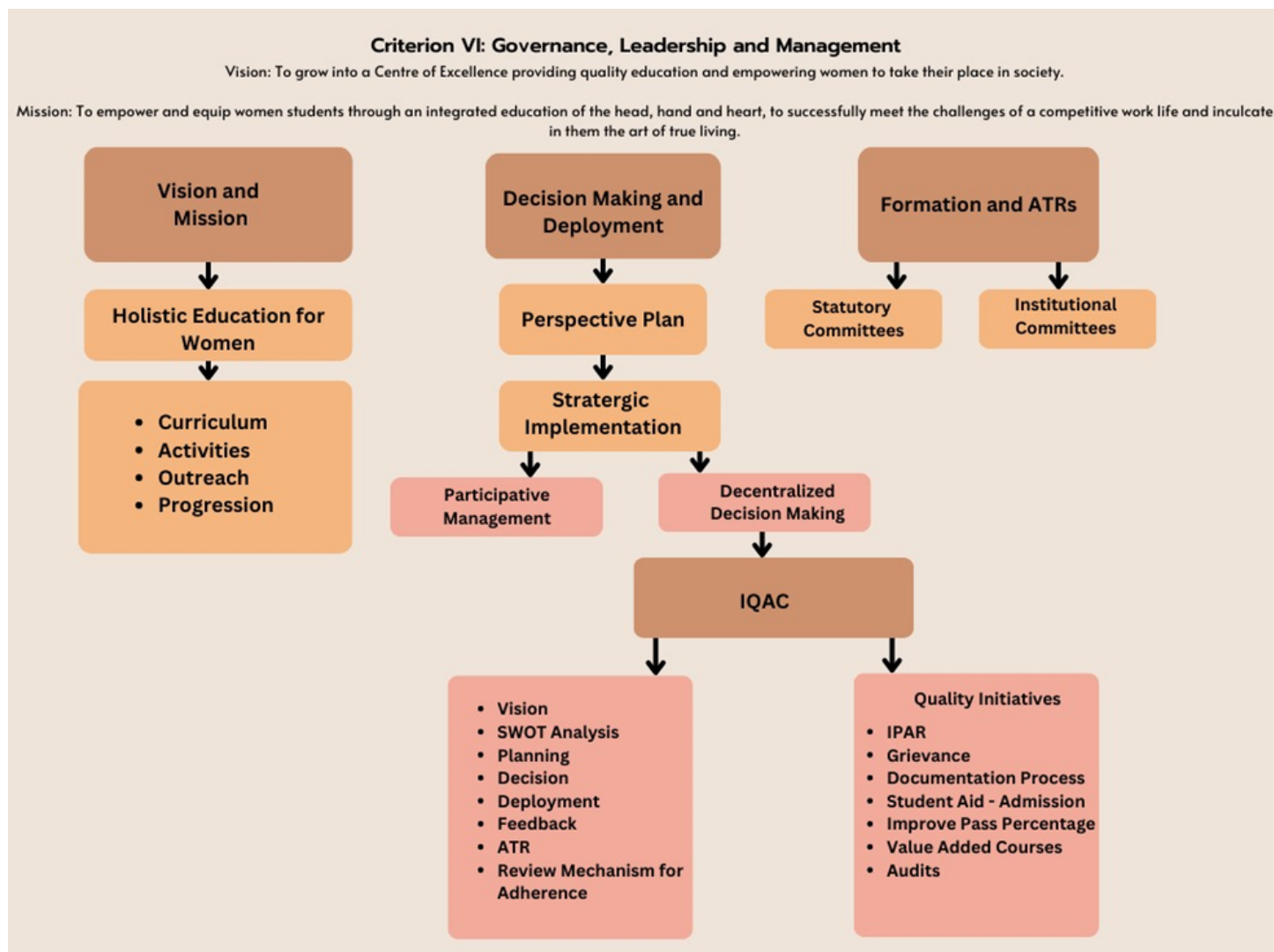
- Curriculum, Activities, Outreach and Progression linked to the Vision and Mission of the college: **Holistic Education for Women**
- Formation of **Statutory and Institutional Committee and ATRs**
- Setting up the **IQAC** in accordance with NAAC guidelines to focus on quality
- Drawing up an **academic calendar** to ensure compliance with norms of required teaching days and suitably interweaving co-curricular and academic activities
- Encouraging an open door policy to help students voice their **grievances** /suggestions
- Regularity of external, internal and statutory **audits** every year
- Instituting a **Finance Committee** which assists the Principal to prepare the college budget and to oversee purchase, payment and audit procedures and report deviations.
- Robust **feedback mechanism**
- Efficient **ERP** system and e-governance: Vriddhi, Digitaledu and Studium
- A process for **documentation of all academic and administrative activities**
- Student Aid
- Improvement of **pass percentage**
- **Value Added Courses**

Decision Making and Deployment:

- A **perspective plan** has been drawn to chart the course of our expansion and diversification activities in tune with our goal of setting up the college as a Centre of Excellence.
- **Strategy for implementation - Review Mechanisms**
 - Teachers engage in self-appraisal activities (IPAR) and are also formally appraised by their respective HODs, Principal and regulatory agencies.
 - Teachers are encouraged to upgrade themselves by doing refresher and faculty development programs annually.

The college has put into place:

- Over **26 policies** to ensure a systematic standardised method of functioning
- An elaborate **organogram** has been designed to understand roles and responsibilities of various departments
- The **college handbook**
- **Right to Information** on website.



Institutional Values and Best Practices

Institutional Values in keeping with the Philosophy of the Vision and Mission given by the founders are:

- Gender Equity
- Women Empowerment
- Holistic Education - Head , Hand and Heart

1. **Our institutional distinctiveness:** Mira education teaches students that life is larger than livelihood. We believe that the purpose of true education is the "cultivation of the soul " Every morning the entire college gathers in prayer and to meditate and reflect on life during a period known as 'Sanctuary'. There are sessions on yoga and discourses on values to enhance spiritual growth.
2. **Art of Living course** which has been institutionalised as a 2 credit non CGPA compulsory credit course
3. **Gender equity** reflects in our syllabi and extra-curricular activities.
4. In keeping with our founder's belief that all life is precious the college is purely **vegetarian**.
5. The **Green Club** ensures that students take initiative mentored by faculty to ensure a sustainable eco-

friendly environment on campus. In addition, the college conducts green audits .

6. The college celebrates with gusto all **festivals of all religions**, significant days like Constitution Day and Hiroshima Day to ensure not just a vibrant campus life but a thinking and sensitive one as well.

Best Practices as a response to the need of the hour:

1. Since 2017, **CWE** has been successful in creating young entrepreneurs.

- An **Institution Innovation Council (IIC)** was established under the umbrella of CWE in October 2020, with an establishment certificate from Ministry of Education (MoE), Government of India.
- CWE has been awarded a certificate in 2018 by SPPU-CIIL for establishing an **Innovation & Start-up Cell on campus**.
- **Rural Entrepreneurship Development Cell (REDC)** in the college in 2020.
- CWE received performance **star ranking of 3.5**.

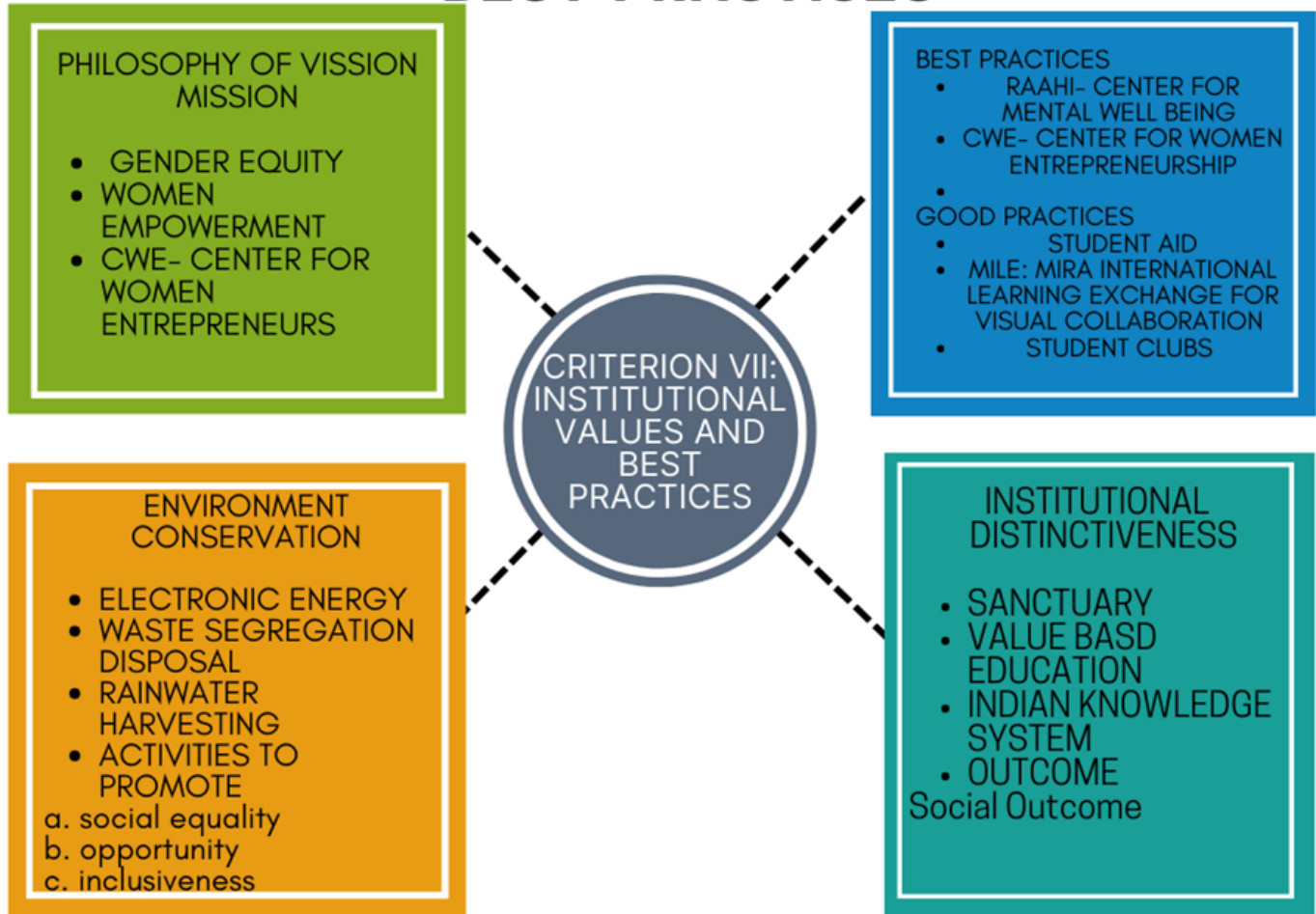
2. There are three major arms to our **mental wellbeing programme**: Promotion, Prevention, and Intervention.

- **Mental health promotion**: Online Classroom Awareness Sessions

- **Prevention**: Group therapy sessions, Support group sessions and Awareness sessions aim at identifying risk factors for student's mental health and enhancing protective factors like peer support, sense of trust and resilience.

- **Intervention**: Online individual counselling sessions that identify people displaying the early signs of a mental illness.

CRITERION VII: INSTITUTIONAL VALUES AND BEST PRACTICES



2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. MIRA'S COLLEGE FOR GIRLS (AUTONOMOUS)
Address	St. Miras College for Girls, 6, Koregaon Road, Near Hotel Blue Diamond, Pune-411 001
City	Pune
State	Maharashtra
Pin	411001
Website	www.stmirascollegepune.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Jaya Rajagopalan	020-26124846	9890633278	020-26124846	office@stmirascollegepune.edu.in
IQAC / CIQA coordinator	Snober Sataravala	020-26133016	9823350426	020-26133016	iqac@stmirascollegepune.edu.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status Government and SPPU Letters compressed.pdf
If Yes, Specify minority status	
Religious	NA
Linguistic	Linguistic
Any Other	NA

Establishment Details				
Date of Establishment, Prior to the Grant of 'Autonomy'			04-06-1962	
Date of grant of 'Autonomy' to the College by UGC			07-05-2007	
University to which the college is affiliated				
State		University name		Document
Maharashtra		Savitribai Phule Pune University		View Document
Details of UGC recognition				
Under Section		Date		View Document
2f of UGC		11-08-2010		View Document
12B of UGC		11-08-2010		View Document
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	02-09-2004
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Savitribai Phule Pune University
Date of recognition	31-01-2003

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St. Miras College for Girls, 6, Koregaon Road, Near Hotel Blue Diamond, Pune-411 001	Urban	3	3023.53

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Bachelor Of Business Administration	36	Higher Secondary Certificate	English	240	230
UG	BBA,Bachelor Of Business Administration Computer Applications	36	Higher Secondary Certificate	English	240	222
UG	Bachelor of Computer Science,Bsc Computer Science	36	Higher Secondary Certificate	English	240	138
UG	BCom,B Com Commerce	36	Higher Secondary Certificate	English	1080	985
UG	BA,B A Sociology	36	Higher Secondary Certificate	English + Marathi	120	97
UG	BA,B A Economics	36	Higher Secondary Certificate	English + Marathi	120	81
UG	BA,B A English	36	Higher Secondary Certificate	English	120	58
UG	BA,B A Psychology	36	Higher Secondary Certificate	English	120	60
UG	BA,B A General	36	Higher Secondary Certificate	English + Marathi	240	221
PG	MSc,M Sc Computer Science	24	Third Year Bachelor of Science	English	60	51

			Computer Science			
PG	MCom,M Com	24	Third Year Bachelor of Commerce	English	120	28
PG	MA,M A Economics	24	Third Year Bachelor of Arts	English	60	24
PG	MA,M A English	24	Third Year Bachelor of Arts	English	60	43
PG	MA,M A Sociology	24	Third Year Bachelor of Arts	English	60	26
PG	MCom,M Com Accountancy And Taxation	24	Third Year Bachelor of Commerce	English	120	73
Doctoral (Ph.D)	PhD or DPhil,Ph D In Womens Studies	60	Masters in Sociology	English	11	6

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				9				22			
Recruited	0	0	0	0	0	9	0	9	0	16	0	16
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	0	24	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				32
Recruited	6	22	0	28
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	2	15	0	17
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	8	0	0	7	0	15
M.Phil.	0	0	0	0	4	0	0	5	0	9
PG	0	0	0	0	9	0	0	37	0	46
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	12	0	13

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1992	93	2	5	2092
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	232	13	0	0	245
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	5	1	0	0	6
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	94	87	109	86
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	11	8	15	11
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	130	122	122	118
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	493	379	456	436
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	229	197	213	236
	Others	0	0	0	0
Total		957	793	915	887

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bachelor Of Business Administration	View Document
Bachelor Of Business Administration Computer Applications	View Document
B A Economics	View Document
B A English	View Document
B A General	View Document
B A Psychology	View Document
B A Sociology	View Document
B Com Commerce	View Document
Bsc Computer Science	View Document
M A Economics	View Document
M A English	View Document
M A Sociology	View Document
M Com	View Document
M Com Accountancy And Taxation	View Document
M Sc Computer Science	View Document
Ph D In Womens Studies	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>•St Mira's College is the first Arts, Commerce College in Maharashtra to go in for academic autonomy (2007). •We adopted the CBCS in 2015-16 giving students flexibility to choose from a basket of courses. •At the First Year UG (NEP level 4.5) students can opt for courses across all aided streams. •We have multi and interdisciplinary choices with employability skills and capacity building (https://naac.stmiracollegepune.edu.in/criterion-1.php.) •Programs + Course focusing on Capacity building, employability, cross cutting, skills:.</p> <p>•BA English: English for Eloquence, English for Empowerment, Living Literature, Against Discrimination, Dealing with Strife. •BA Psychology: Introduction to Psychopathology, Psychological Disorders and</p>
---	--

	<p>Treatment, Industrial/Organizational Psychology.</p> <p>•BA Sociology: Sociology of Popular Culture, Sociology of Sports, Sociology of Gender, Cinematic Sociology, Sociology of Culture and Cultural Studies, Sociology of Culture and Art, Research methodology</p> <p>•BA Economics: Microscopic and macroeconomics, Public Finance, Banking</p> <p>•BA General: Indian Culture and Heritage, Politics G1- Indian Polity, Politics G2- 1. International Relations and 2. Introduction to South, Asian Politics, Politics G3- Indian Political Thought</p> <p>•BCom: Innovation & Entrepreneurship, Digital Marketing & content writing, Research Methodology for Business, Sustainability for Business, Decision making for Business, Marathi and Hindi</p> <p>•BSc: Mathematics, Discrete Mathematics, Graph Theory, Numerical Analysis, Operations Research</p> <p>•BBA: Database Administration and Data mining, Global Competencies and Personality Development, Management of Innovations and Sustainability</p> <p>•BBA (CA): Financial Accounting, Digital Marketing</p> <p>•Certificate and Diploma Courses: 1.Certificate Course in Stock Markets and Investment 2.PG Diploma Course in Clinical Music Therapy 3.PGD- Mindfulness based Counselling 4.PG Diploma in Dance Movement Therapy 5.Certificate Course in Quantitative Economics 6.Certificate Course in Disability: Awareness and Inclusion 7.Certificate Course in School Counselling 8.Certificate Course in Gender and Culture</p> <p>•MILE is Mira International Learning Exchange: A Centre for Virtual Collaboration: students obtain a global experience doing interdisciplinary courses with students abroad through synchronous and asynchronous lectures.(http s://www.stmiracollegepune.edu.in/mile.php)</p> <p>•Interdisciplinary research: Interdisciplinary seminars are conducted eg: between Economics, Political Science and Public Administration and History Department</p> <p>•Interdisciplinary lectures: The Psychology Department takes lectures with the BBA on institutional psychology.</p> <p>•Interdisciplinary field trips and projects eg: Jaipur Literature Festival</p>
2. Academic bank of credits (ABC):	<p>St Mira's College adopted the CBCS ie Choice Based Credit System as far back as 2015-16 thus students are already oriented towards the credit system where the 3 year degree program requires 132 credits to graduate.</p> <p>•The college successfully</p>

registered 15 programmes with the Academic Bank of Credits via the National Academic Depository. • Orientation of students about ABC • Registration of 702 number of students with the ABC. • Equivalence Policy for Lateral Transfers: To further ensure flexibility and multiple entry and exits the college introduced and implemented an Equivalence Policy for students coming from other institutions or returning after a gap period. • Under this policy admission to the following programmes have been given : BCom 5 students, BA 1 student, BBA 2 students, BCA 3 students, BSc 1 students. Total 12 students.(Policy: https://naac.stmirascollegepune.edu.in/pdf/policies/EQUIVALANCE_POLICY.pdf)

• Self-paced courses: Democracy 233 students, Personality Development 127 students, Sanctuary 18 students, IBM Skill Build 816 students, Total 1,194 students • MOOCs and SWAYAM 2020-2021_23 MOOCS taken by 26 students, 2021-2022_11 MOOCS taken by 12 students, 2022-2023_20 MOOCS taken by 23 students. Total 61 students

• Peer Assisted Learning System (PALS): known as SOUL_St Mira's College Third and Second Year BA students (14) taught St Mira's College First Year students (14)_total 28 students. St Mira's College Students (15) taught Students in village Ambral (15) total 30 students. St Mira's College students (12+11) taught students at Aasra (12+11), total 46 students. Total 66 students participated in PALS. • Flipped classrooms on MOODLE • Value Added Courses 1. Democracy, Election and Governance 2. Personality & Soft Skills Development 3. Value Based Education 4. Quantitative Aptitude 5. Credit/Certificate Course in Quantitative Economics 6. MILE-Chemistry in Sports 7. MILE-Angels and Demons- Cancel Culture 8. MILE-Art and Inequality 9. MILE-Deconstructing Colonialism 10. MILE- Explorations of Choice in Context:II 11. MILE-Issues of Identity in India and US 12. Certificate Course in Music Therapy 13. Foundation Course in Buddhist Psychology 14. Yoga (PG students) 15. Cyber Security (PG students) 16. Human Rights (PG students) 17. Introduction to Indian Constitution (PG students)

• Certificate and Diploma courses. Future plans: • A Centre for Lifelong Learning is to be instituted to provide students with skill based professional courses. • Introduction of new programmes

3. Skill development:

Keeping in mind the National Skills Qualifications Framework (NSQF) the college introduced Skill Enhancement Components in the syllabi across all streams.

- BA English: Theatre, Editing, Content Writing, Research, (PALS) SOUL: Social Online United Learning
- BA Sociology: Gender Studies, Gerontological care, NGO skills, Research, Social Audit
- BA Psychology: Mental Health Assessment & Evaluations, Designing & Evaluating Training Systems, Statistics in Behavioral Sciences, Embodied Listening, Mindfulness & ACT
- BA Economics: Research skills and data skills, Business Management and Event Management
- BCom: Communication for Business, Data Analytics
- BSc: Quantitative Aptitude Credit course
- BBA: Foreign Language – German, Analysis & Presentation of Data
- BBA (CA): Personality & Soft Skills Development
- PG Courses-Cyber Security and Information security, Soft skills, Latex and Scilab.

•Internships have been incorporated in the curriculum. 30 MOU's signed with the industries help in internships leading to placement.

- College clubs: Debate Club, Theatre Club, Culture Club- Kalarambh, Litwits, Miranomics, Green Club
- Activities: organised by the students varying from dance performances, inter college fests and cultural day celebrations all leading to the holistic development of our students. In addition the college conducts a number of activities to help students master skills like debating, Moot court, quizzes etc
- Student Council hones students' leadership skills.
- CWE ie Centre for Women Entrepreneurship conducts a number of activities and mentors students to become young entrepreneurs.
- The Placement Cell also conducts activities to train students for job interviews, CV Writing etc.
- Soft skills week-long workshops for all final year students also further trains students in the various skills required at the work place.
- Post Graduate Diploma and Certificate Courses: Dance Movement Therapy, Clinical Music Therapy, Mindfulness Based Counselling, BSE Certification course, Organisational Behaviour.
- Value Added Courses: Quantitative Aptitude, Counselling, Introduction Course for Civil Service Exams, Latex, Scilab, Embroidery, Self Defence, Civil Commando Training
- Communications Skills: subsidized courses in Spoken English along with free use of the Language Lab to improve their communication skills.
- Guest

	<p>Lectures and Workshops by professionals working in the industry are organised. •Future Plans: The college wishes to establish A Centre for Lifelong Learning which will conduct Skill Based Certificate Courses open to students of all age groups throughout the year. Courses like Hair Colour, Product Packaging and Design, Journalism are on the anvil.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Sanctuary: •Every morning from 8:30 am to 9:00 am the entire college gathers in the Sanctuary Hall. •Sanctuary begins with the chanting of the Saraswati Vandana followed by Bhajans. •It is an inclusive space and songs from all faiths are sung here. •Students chant the Gayatri Mantra •Do Yoga •Meditate under the guidance of a Brahma Kumari •Sing Kirtans •Listen to discourses by faculty members and students in all languages including Hindi and Marathi. Philosophical Lectures and Bhajans: at the Sadhu Vaswani Mission: The students perform and listen to the most beautiful bhajans and philosophical lectures on Indian values from our spiritual fathers Sadhu and Dada Vaswani. The Rath Yatra is an annual event where students march through the city advocating vegetarianism. Curriculum based: •Translation exercises •Study of biographies of Indian Saints • Study of Mahabharata •Implication of Indian Culture on International Economic Environment •Cultural tourism (getting to know cultural diversity) •Study of Indian Crafts •Sindhi Language •Cultural festivals include Indian classical dance and stage performances •Conduct of Declamation Competition both in Marathi and Hindi •Anjali Geet Competition: Songs in Sindhi and Hindi •Commemoration of different National events and happenings •All lectures are recorded and available on the LMS MOODLE for students to access free of additional cost. •Modern Indian Language Courses (MIL): are compulsory for all students. The Hindi and Marathi MIL courses are practical based. •Culture Club Kalarambh: organizes a number of cultural programmes giving students the opportunity to perform on stage eg: Krishna Janmashtami drama, Bharatnatyam dances during the Ganesh Festival. Students sing bhajans at the Sadhu Vaswani Mission and every year put up 2 performances of Dada Leela using various folk forms like Powada and Qawali. •Value Added Course: eg: Kathak •MIRAcles the College Magazine: has both a Hindi and Marathi</p>

	<p>section. •Marathi Divas is celebrated on 27th February with a grand cultural programmed showcasing the folk dances of Maharashtra •Marathi Bhasha Sanvardhan Pandharwada: 15 days of activities including workshops, guest lectures and competitions •Hindi Bhasha Divas on 14th September is celebrated for a week with exhibitions, dramatic performances, poster, poetry and essay competitions including a play on the Ramayan. •The Library exhibits books in Hindi and Marathi.</p>
5. Focus on Outcome based education (OBE):	<p>Introduced OBE in 2020 however it was integrated into the syllabi even prior to that due to the implementation of Autonomy as far back as in 2007. Our generic graduate outcomes are: •PO1- Academic competence :the aim is to set the bar high and teach contemporary syllabi without compromising rigour and developing strong academic foundations. •PO2- Personal , Behavioural and Skill based Competence: the course must focus on skill development leading to employability whilst simultaneously encouraging students to grow into young adults capable of functioning in a healthy respectful manner building constructive communities. • PO3 - Ethical, Moral and Social Competence and Sensibilities: The moral quotient is integral to the Mira's educational experience. Under each Programme Outcome there are the following sub-outcomes: Eg: •Academic Competence- 1.1 Disciplinary Knowledge, 1.2 Professional Skills, 1.3 Application of Skills to chosen specialization, 1.4 Experiential Learning & Critical Thinking, 1.5 Application to Psychology related Problems, 1.6 Knowledge of e-resources & social media, 1.7 Skills in scientific writing & effective presentation skills, 1.8 Critical evaluation of theoretical approaches. Here is a link to all our POs, PSO's and CO's https://naac.stmiracollegepune.edu.in/ppc.php. Our outcomes ensure the shift from teacher centric to learner centric and from passive to participatory pedagogy. •Learning assessment is continuous and mapped to the outcomes to assess their attainment. • Creative assignments using Bloom's Taxonomy are set along with rubrics keeping in mind that there are different levels of learning. Assignments include writing the script of a video game, diary entries etc. The Evaluation methodology is mapped and employs key terms from Bloom's Taxonomy: Knowledge-</p>

	<p>Remember; Understand, Apply, Analyze, Evaluate, and Create. •Feedback: The syllabus is designed and then later revised by taking feedback from all stakeholders ie the students, their parents and the industry to ensure that the outcomes are relevant to employability. •Mapping of COs to POs and attainment: •All courses have outcomes and undergo feedback and assessment to map the attainment of the outcomes. •The preliminary steps of mapping the course outcomes to the program specific outcomes and the program outcomes has been completed. • Course outcomes tested in the assignments have been identified. • Feedback has been collected. •Based on the pass fail report the attainment has been calculated. •The ERP Studium has also been used to calculate the attainment by drawing upon all this data, starting with the PG Programs. The final and most important outcome is the progression and placement of our students making them independent and self-reliant young citizens of the nation. Other outcomes have been an increase in student research, entrepreneurs and social outreach. Preparation for NEP: • Faculty attended workshops organised by RUSA, Savitribai Phule Pune University etc • Formation of NEP committee •Training of syllabus by experts like Prof Gaikwad •Meeting to ensure DSC, DSE, GE, Majors and Minors correctly mapped</p>
6. Distance education/online education:	<p>St Mira's College recognizes that different students from diverse backgrounds experience their own unique challenges. Some students manage the home, work to support their families and live a distance from the college. It is very important to the college that every student taking admission in the college has access to lectures and a top class education. Online Education: •Lectures, notes, texts etc are made available on MOODLE, the learning management system of the college. (https://stmirascollegepune.edu.in/moodle/) •In addition, faculty use Google Classroom, WhatsApp and email to ensure equal access to knowledge by all students including those unable to attend college on a regular basis. • Lectures are conducted in the flipped classroom mode and hybrid mode as well using digital tools like Flipgrid, Slack and Padlet. Both synchronous and asynchronous lectures take place. •Students are encouraged to obtain additional credits by enrolling for courses on SWAYAM and receive</p>

credits for them. MILE: A good practice: •St Mira's evolved its own unique centre for distance learning known as MILE: A Centre for Virtual Collaboration. •Faculty at St Mira's collaborated with colleges all over the world to conduct shared courses which take place both synchronously as well as asynchronously. •The students from the collaborating colleges meet, discuss and do assignments and presentations together in the digital world. •St Mira's is part of COIL Connect for Virtual Collaborations (<https://coilconnect.org/>) which helps colleges across the world connect for online distance education at a global level. Digital guest lectures with faculty across the nation and the globe have been successfully conducted using Zoom and Google Meet. Future plans include faculty creating additional online courses which students can register for. Specific online professional courses like Journalism etc will be curated for The Centre for Lifelong Learning. St Mira's College for Girls has not been sanctioned distance education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

• Yes, The Electoral Literacy Club has been set up in 2018-19 by the College. This club is a platform to engage school students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. The aim has been to engage members in interesting and thought-provoking, mostly classroom-based activities related to elections, party awareness and their role as citizens of this country. • The vision of this club is –
 o to make its utmost contribution to have an active democratic citizenry originating in integrated civic and voter education and electoral participation right.
 o To help the targeted audience understand the value of their vote.
 o ELC works to educate the future voters about enrolment, and other electoral process like EVM/VVPAT. (Electronic Voting Machine/ Voter verifiable paper audit trail)
 o We try to develop a culture of electoral participation and maximize the informed, and ethical voting, and follow the principle 'Every vote count's and 'No Voter to be Left

	<p>Behind'. o The members of the club facilitate voter registration for its eligible members who are not yet registered. Our ELC has helped students who have not registered as voters and most of them are now registered as potential and prospective voters of our great nation. o We strive to imbibe the enthusiasm of democracy and nationalism and pass it on to the youth that is bound to shape India.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>The importance of developing the practice of citizenship development for electoral participation is vital to investment in future of democracy. Citizenship development in a democracy is about developing effective electoral engagement, participation, making informed choices and ethical ballot decisions. In the given context, one of the key goals of society is to have an active democratic citizenry originating in integrated civic and voter education and electoral participation right from a young age. Young and Future Voters have been in focus across the democracies of the world for larger electoral participation through well designed electoral literacy programs. • Yes, Dr. Meenal Sumant was appointed as the coordinating faculty member with Ms. Rucha Lathi (TYBA) and Ms. Jivita Naidu (TYBA) were appointed as the student coordinator for this club. • The ELC has been representative in character as the other members of the Electoral Literacy Club are, Ms. Veena Kenchi, head, Department of Politics and Public Administration, Dr. Sandhya Pandit, Programme Officer NSS.</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<p>• Celebration of Electoral Day- 25th January and Democracy Day- 15th September. - The department of Politics and Public Administration along with Department of NSS have been actively conducting these days of electoral importance in the college every year. Documentary Screening, Poster making, Lectures and competitions have been arranged in this regard. • Registration process explained and awareness creation with regard to Voter registration. - Ms. Meenal Sumant has conducted sessions for students offline and online explaining students the process of registering themselves as voters. • Oath taking for free, fearless and impartial voting- The students and staff of St. Mira's College for Girls, have been taking Oath for participating in elections fearlessly and also engaging in impartial voting for the success of our democracy. • Essay Competition. -</p>

	<p>The Department of Politics and Public administration and the Department of National Service Scheme (NSS) conducted various activities to celebrate Electoral Day on 25th January 2020 and 27th January 2020. The Students of Junior College (Politics Dept) participated in the Essay Writing Competition organised by the department. The students of English medium (23 students) and Marathi medium (24 students) participated in this competition and enthusiastically penned their thoughts about the topic, "Elections". The students were guided by Mrs. Anita D'Cunha. The best essays were submitted in the Zilla Parishad Office. The winners of this competition are- English Medium – 1st- Harshita Sanjay Masand, 2nd – Zenab Arif Mistry and 3rd – Aditi Kuldeep Misra. Marathi Medium- 1st – Jayashree Madhukar Naravade, 2nd – Disha Ramesh More and 3rd- Diya Basuraj Chavan • Students of the Department of Politics and Public Administration participate in the Youth Parliament activity. - The students of the department participated the Bharatiya Chhatra Sansad organised by MIT Group of Institutions. The youth parliament provides the student hands on experience of the working of the Indian democracy and a forum for discussions on national issues. • Yuva Netrutva Vikas Shibir – Workshop for Developing Leadership Skills- The students of TYMM participated in this one-day workshop on 21st January 2018 which gave them an insight into the topics of- Secularism and Leadership and Science of Organisation. It gave them a forum to discuss the issues of leadership with eminent social workers like Anwar Rajan and Kumar Saptarshi. • Lokshahi Pandharawada (2019-20) was celebrated by the Dept. of Politics and Public Administration and the Student Development Cell. • Value Added Course- Democracy, Elections and Governance- compulsory for all First-Year students of the college. The objectives of the course are- o To introduce the students meaning of democracy and the role of the governance. o To help them understand the various approaches to the study of democracy and governance</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>• The college has conducted Voter registration drives conducted in collaboration with the Election Commission office in Pune. Every year the college has participated in programmes and campaigns organized by the Election Commission and has</p>

electoral processes, etc.	actively and positively participated in the initiatives rolled by the election commission. • The students of St. Mira's College for Girls participated and collaborated with the Election Commission in the work of Data Authentication in the months of October and November 2022. The students of Dept of Politics and Public Administration and the Department of NSS collaborated and the students worked towards creating awareness about the process of linking Voter Data and Aadhar Data. Students received hands on training from the officers of Election Commission wherein they learnt the process of linking data through the Election Commission website. 19 students participated in this activity and citizens data was authenticated by these students during the period of two months.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	It is necessary to focus on younger generation for civic education and electoral literacy leading to robust electoral participation as soon as they become eligible to vote. Extracurricular interventions are aimed at engaging the young people for hands on experience in electoral literacy. The entire engagement is nonpartisan and strictly neutral in nature with the sole objective of enhancing electoral literacy through engaging culminating in enhanced electoral participation among the young and future voters. The Electoral Club in collaboration with Department of Politics and Public Administration and Department of National Service Scheme (NSS) actively undertake the task of creating awareness and facilitate enrolling of eligible students as voters. The College along with the Pune office of the Election Commission undertake the task of enrollment every year in January to commemorate the Electoral Day celebrations on 25th January. The officers from election commission visit the college and speak to students about the importance of enrolling as voters, engaging in elections and enabling success of our democracy through free and fair elections.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	15	15	13
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 16

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2337	2249	2314	2110	2106
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
707	722	680	502	519
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2265	2216	2217	2030	1986
File Description			Document	
Institutional data in prescribed format			View Document	

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

3 Teachers**3.1**

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
416	422	391	377	354
File Description			Document	
Institutional data in prescribed format			View Document	

3.2

Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	49	48	50
File Description			Document	
Institutional data in prescribed format			View Document	

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
55	53	54	53	54
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3216	3523	3041	2796	2860
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
246	240	240	195	1410
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 41****4.4****Total number of computers in the campus for academic purpose****Response: 181**

4.5**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
47.64	124.50	44.71	37.33	40.56

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Response: Affirmative

Our commitment:

- Academic excellence,
- Holistic development
- Contribution to nation-building
- Rigour in curriculum, pedagogy and research.

Syllabi highlights :

- Revised periodically for all programmes.
- Our college offers a total of **16 Programmes** in various disciplines - **9 UG Programmes, 6 PG Programmes and 1 Ph.D. Programme**
- A recent feather in our cap is a **Doctoral programme in Womens' Studies** envisioned keeping in mind the main objective of the institution and the nation's goal of **Beti Bachao Beti Padhao** at large.
- **POS, PSOs and COs** are clearly defined for all programmes and courses:

1. POs of Programmes addressing local, national, regional and global developmental needs are categorised and mapped through the broad paradigms as:

Academic Competence	Personal, Behavioural and Skill based Competence	Ethical, Moral and Competence and Sensibilities	Social
Disciplinary Knowledge	Self-development & self-regulation skills	Collaboration, Cooperation & Community feel	
Professional Skills	Social skills (empathy) & accountability	Understanding social dynamics & social problems	
Application of Skills to chosen specialization	Cultural and historical sensibility	Gender Sensitivity & awareness of gender fluidity issues	

Experiential Learning & Critical Thinking	Linguistic Competence & Communication skills	Conversational responsibility	Ethical, Social & Ecological
Application to Mental health and wellbeing	Appreciating Diverse Perspectives	Moral & Ethical	
Knowledge of e-resources & social media	Ability to work in groups & teams (negotiation)	Awareness & reasoning Multilevel Commitment to health & wellbeing	
Skills in academic writing & Effective presentation skills			
Critical evaluation of theoretical approaches			

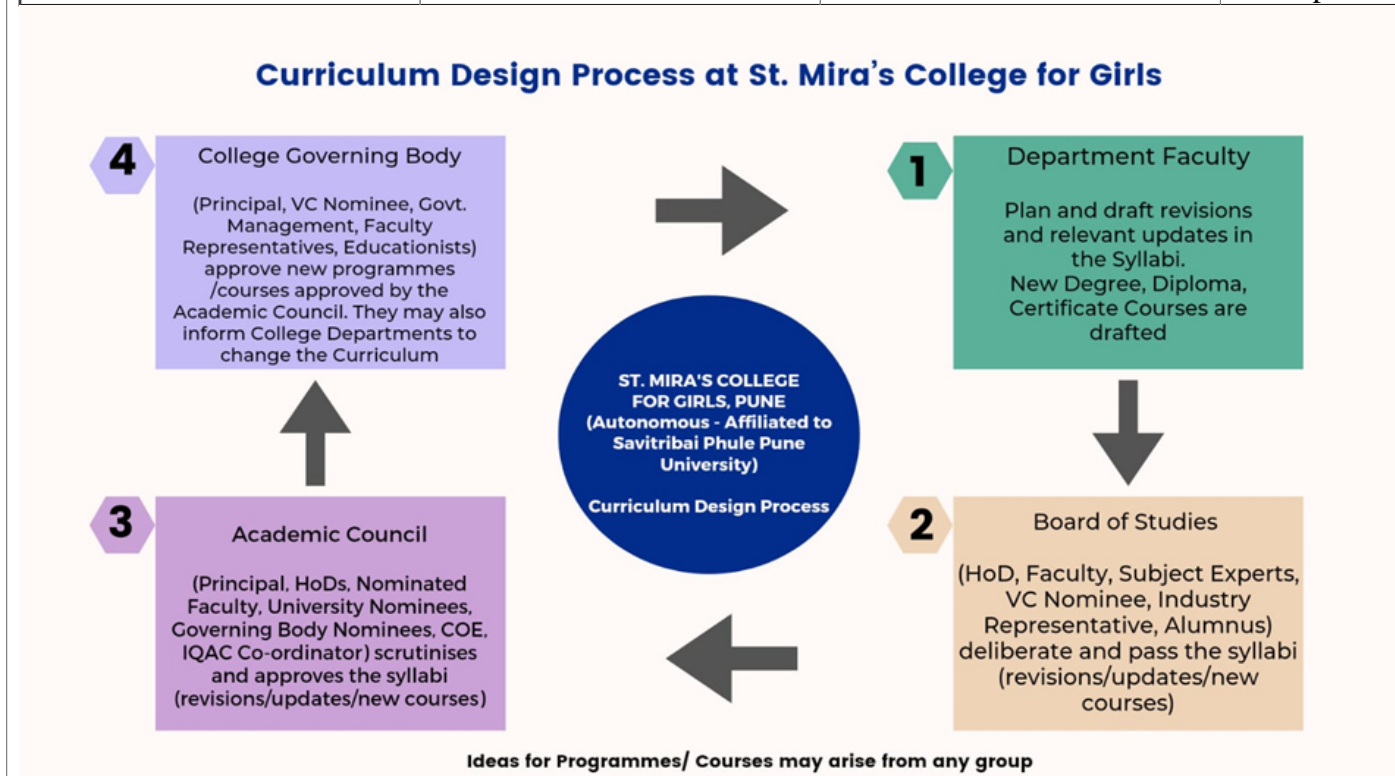
Focus of the curriculum

- Relevant to developmental needs **focussing on employability and skill needed for global development.**
 - Contemporary issues and courses representing the **Indian ethos**
 - **Skill development Courses** focus on inculcating and integrating:
 - communication skills
 - business communication
 - professional ethics
 - analytical and research skills
 - programming and training in computer science
 - field visits
 - internships
 - **Interdisciplinary approach** helps widen exposure and competencies.
 - **Research culture** is encouraged from the UG level
 - Students are given ample opportunities to develop **subject specific skills and soft skills in regular and value-added curricula.**
-
- **Global Level** – Through the **Mira International Learning Exchange (MILE)** courses, students learn and interact with international students of the LaGuardia Community colleges, USA through courses on Partition, Refugees, Inequality with respect to food and art to name a few.
 - **National Level** – students are given research projects like the Tata Trust Project on Partition
 - **Regional Level** – we have courses focusing on regional history, subaltern studies, study of local trade and economy, marketing to name a few.
 - **Local Level** – we have a separate core two credit value-added course a course on **Value Based Education** offered to all the second year UG students to imbibe values for life to our students which is our USP.

Below is a sample of a few courses offered:

Global Level	National Level	Regional Level	Local Level
International Trade	Financial Accounting	Supply Chain Management	Principles of Market
American Literature	Digital Marketing	Micro Economic Analysis	Sociology of Ma Culture and Society

A Course in Environmental Awareness	Indian Culture and Heritage	Business Ethics and Professional Values	Personality and Development	S
-------------------------------------	-----------------------------	---	-----------------------------	---



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.
Response: 93.75
1.1.2.1 Number of all Programmes offered by the institution during the last five years.
Response: 16
1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years
Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 87.26

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
386	353	341	326	305

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 24.39

1.2.1.1 How many new courses are introduced within the last five years

Response: 478

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 1960

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 93.75

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Response: Affirmative

Crosscutting issues in curriculum:

- Gender,

- Role of women in the new age world,
- Sustainable development,
- Creating awareness on environment and its issues in the developing world,
- Ethics in business and the professional environment as an important value,
- Personality development and communication skills are imparted to the students.

Keeping these in mind, the curriculum of **183 courses** addresses these issues.

1. Professional Ethics - This aspect is included in 115 courses across our curriculum

- **Business ethics, and effective interpersonal communication** are in-built into our curricula at all levels to ensure students graduate as good citizens with ethics in the work place.
- Courses in Humanities and Commerce both focus on professional ethics, skills for workplace, **corporate social responsibility, Intellectual Property Rights across courses.**

2. Gender – The aspects of Gender are included in 76 courses across our curriculum

- These values imparted in our students help us to develop courageous, enterprising and resourceful women
- We contribute to including **feminist studies** in our curriculum
- Through our **Centre for Women Entrepreneurship** we train them to think new ideas and handhold them to start as an entrepreneur.
- It grooms them to become entrepreneurs aligning with the national vision and mission of **Atma Nirbhar Bharat**
- In other words, we are progressing towards creating powerful women of tomorrow through **gender sensitization.**
- Several courses in the Arts stream, include **gender dynamics, gender and culture, issues of caste, region and religion, public administration and role of women in politics to name a few.**
- We also started a **Doctoral programme in Women's Studies.**

3. Human Values - This aspect is included in 115 courses across our curriculum

- We equip our students to contribute to relevant crosscutting themes such as **human rights awareness, citizenship training, national and social integration**
- Our **compulsory Value Based Education credit course** has contributed in a big way to fulfilling teaching human values of life. Even with the Covid-19 pandemic and work from home scenario, we have 'Sanctuary'(commonly referred to as the Assembly) every day to inculcate and imbibe in our students moral and ethical values and reverence for all forms of life.
- Courses on **social psychology, democracy, election and governance, constitutional values, importance of cyber security, training in constitutional values, yoga and meditation** for leading a balanced life are offered.
- Our emphasis on **social and community outreach adds value to emotional quotient of our students.**

4. Environment and Sustainability - This aspect is included in 51 courses across our curriculum

- Students are equipped to contribute to global issues like **environmental protection, sustainability** are in built into our curricula at all levels to ensure students graduate as good

citizens with these values.

- We offer a course on **environmental awareness to all our undergraduate students** to make them aware of eco-friendly and sustainable alternatives and provide them exposure to understanding their responsibility towards the ecology and environment as part of their ethics.

Courses in Humanities and Commerce both focus on sustainable development goals, gendering development, crisis of development and implications for environment.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 52

1.3.2.1 How many new value-added courses are added within the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	8	12	6

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 46.27

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise

during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1994	897	1222	470	654

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**Response:** 12.92**1.3.4.1 Number of students undertaking field projects / internships / student projects****Response:** 302

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 72.12

2.1.1.1 Number of students admitted year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
943	795	923	883	948

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1301	1290	1290	1230	1140

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 83.65

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
240	213	241	223	242

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The College has several methods to identify and assess students' learning levels continuously through the academic year; on the basis of which supporting programmes are offered.

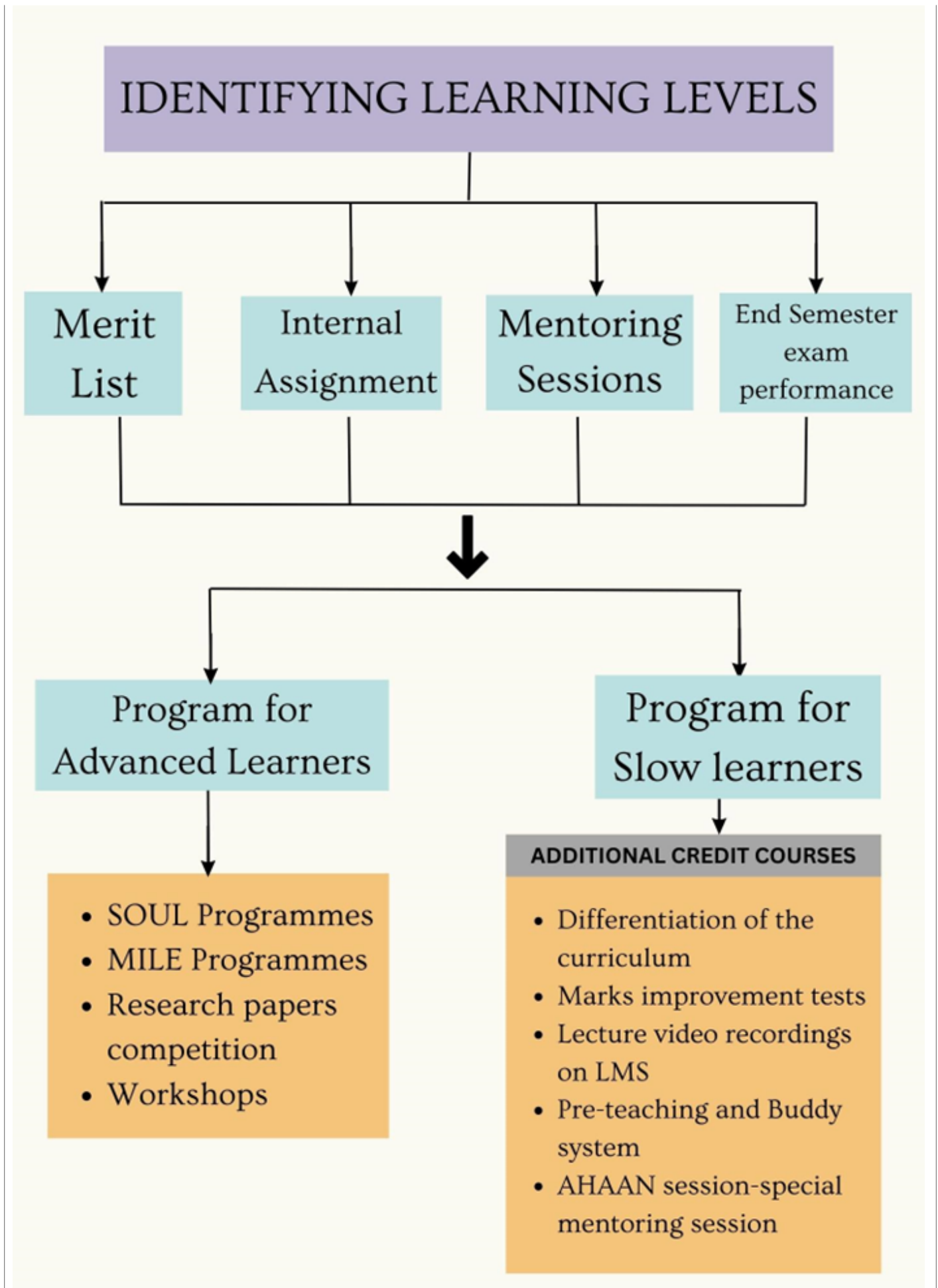
1. Mechanisms for Identification and Assessment of Learning Abilities

- As students are from **diverse socio-economic, state and language** backgrounds and the **medium of instruction** being **English**, at the **FYBA and FYBCOM** entry level, students, on the basis of their **Grade 12 English marks**
- This initial strategy helps, both, to identify slow learners and to avoid burdening them with an advanced syllabus while offering a sound foundation in the first year.
- Continuous **Internal Assignments** allow teachers to **gauge students' ability**.
- **Mentoring Sessions enable** teacher-mentors to get to know student-mentees, to **understand** their **abilities, strengths and weaknesses**. Mentoring sessions are held collectively and on a one-to-one basis.
- Students have direct access to **certified counsellors** who **identify** their **problems and learning difficulties** which are **addressed holistically and confidentially**.
- **Pass-fail** reports are sent to teachers who hold one-on-one sessions with students having backlog.
- At the **SYBA and SYBCOM** level, admission to English, Psychology, Banking and Cost and Works Accounting specialisations carry **merit lists and cut-off marks**.

2. Programmes offered on the basis of the identification and assessment of students' learning levels.

- **Programmes for advanced learners**
 - **Advanced level** courses in **English** for BA students.
 - **Banking and Finance** courses are offered as **beginners and advanced level** courses.
 - All departments guide advanced students for **writing and publishing research papers at seminars and conferences**, at St. Mira's and other colleges.
 - Advanced learners are encouraged to **participate in academic competitions** and receive training for the same.

- **Leadership roles** are offered through the Social Outreach and United Learning (SOUL) programme where **advanced students teach Spoken English** to students within the college community and underprivileged children across society.
- **Advanced learners** are offered **collaborative learning programmes** with international colleges on interdisciplinary subjects through **MILE**, the Mira International Learning Exchange: a centre for virtual collaboration.
- **Programmes for slow learners**
 - The College keeps **slow learners** foremost in mind; no learner is left behind. **Courses** are crafted for **all learning levels** based on the principle of something for everyone.
 - Comprehensive **textbooks** and **notes** are **offered** both **online** and **offline**
 - **Video recordings** of lectures and practical sessions are uploaded on LMS Moodle and Google classroom so that slow learners have **continuous access** to them and **learning is reinforced** at a **mediated pace**.
 - **Differentiated instruction** that uses a **variety of projects, tasks, or problem-solving activities** also benefit slow learners.
 - **Special tests, assignments** and **improvement tests** are conducted for slow learners.
 - During the lockdown, teachers helped students via **video conferencing**, WhatsApp and email to come up to the desired level.
 - **Remedial teaching**, wherein one student partners another and **Peer learning** where advanced learners take additional classes for their peers to revise the syllabus are encouraged and complement in-class teaching.
 - A **subsidized Spoken English** extra credit course runs over two months with the **language laboratory**.
 - **AHAAN**, a **special mentoring session** was organised for slow learners.



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 48.69

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

At St. Mira's College student-centric learning is encouraged across all disciplines to impart quality education. Creative and collaborative learning in curricular and extracurricular activities is fulfilled through lectures by subject experts, discussions, debates, quizzes, group projects, problem-solving sessions, workshops, field trips, study tours, exhibitions, festivals, seminars, screening and discussions on literature, art, and cinema. Through LMS, students access E-content like lecture videos.

Experiential Learning:

All departments emphasise alternative teaching techniques to make learning enjoyable and meaningful by linking theory and practice. This is achieved through:

- **Guest Lectures/ Lecture series /Seminars** like StockMIND, a virtual stock market game; Development Experiences of India, China, South Africa and Brazil; Guest Lecture on Investment avenues and Trends in Financial Markets;
- **Video conferencing** for the TYBSc and MSc students on Agile Methodology.
- **Excursions to museums and institutional and industrial visits** for e.g., 'BhimtadiJatra'; Heritage Walk; Mental health and rehabilitation centres such as Prasanna autism centre, Muktagan deaddiction centre, KEM hospital by the Department of Psychology; Aradhana Institute of Dance; Tribal Museum and the Pune Literature Festival.
- **Field visits** e.g Kutwal Foods Pvt. Ltd.; Katraj Dairy, Suhana Factory to learn about the practical aspects of 'Processing' as a part of the Cost Accounting subject; study of the different scams in India; analysing and preparing charts for display at exhibitions.
- **Experimental/Laboratory method** is used in science subjects to acquaint the students with facts through direct real-time experiments.

- **College Clubs:** There are a host of clubs that give students diverse exposure and experiences and augment creative and practical learning. The college has a Theatre Club, Debate Club, Magazine and Periodicals Club, Law Club, Economics Club, a Queer Circle and an Environment Club to mention a few.
- **Internships and project work** are an integral part of students' learning experience.

Participative Learning:

The College emphasises participative learning which provides students an opportunity to share and reflect their learning experiences. Some of these include:

- **Collaborative Online Learning:** interacting with students from four countries India, America, Pakistan and Bangladesh.
- **Students' magazine MIRAcles and Periodicals:** The students are involved in conceptualizing, writing, editing, and proof-reading of the magazine and quarterly periodicals.
- **Intercollegiate Fest** as Teklogica, Rap-it-Up, Kosufest hone organizational and management skills. **Extra credit courses** like Drama, to understand its performative aspect; Quantitative Aptitude; Civil Commando Training.
- **Workshops on** Corporate training, stress management, yoga and dance movement therapy. **Research projects and presentations** are conducted by the College

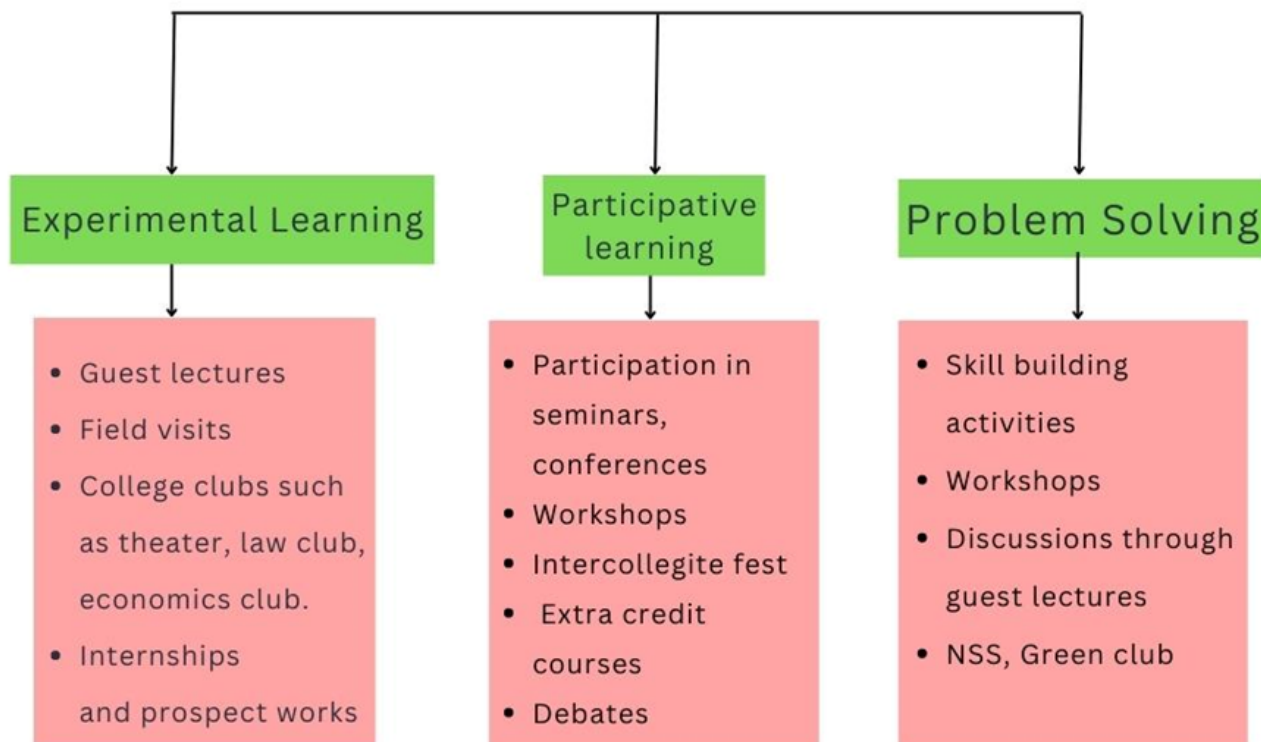
Problem Solving:

Learning is enhanced when students understand how real-life problems are solved. It is achieved with active involvement of students in different activities such as:

- **Discussions through Guest Lectures and Workshops** on Corporate Frauds, Stock Market Indices and its calculation; Insolvency and bankruptcy; Building a business model; Prayas-financial aspects of NGOs.
- Activities such as **Think Without Ink** - Mathematical concepts for real life problems; Mathematics Exhibition: Puzzalogy; MaTPO Aptitude Idol 2019; Skill and team building and self-employment activities; Creating and maintaining a blog on Instagram— 'Humans of Pune. The NSS club deals with social problems and the Green club deals with environmental issues.

Learning methods

LEARNING METHODS



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

ICT Tools:

St. Mira's College has long promoted advanced technology in the teaching-learning process.

- The College campus is **Wi-fi enabled with high-speed internet for online, hybrid and blended classes.**
- There are **smart boards and an interactive board** in Classrooms with LCD projectors, in labs as well which enable teachers to incorporate audio visuals in their teaching. These are productive in hybrid and blended classes.

- The **Computer Science lab, Computer Application Lab, the Mathematics and Statistics Lab** has computers with servers, along with the required operating systems and software with internet facilities, printers, servers and LCD Projectors, well suited for software development.
- The **Electronics Lab** is well equipped with computers for the conduct of practical sessions. C.R.O, Digital Multimeters, Electronic kits and Educational charts are used by students to construct working and static models and for designing new projects and conducting skill-based workshops.
- The **Psychology and English Language Laboratories** are well-equipped with dedicated computers for practical sessions and Spoken English modules.

Library – Digital Databases:

- The College takes pride in its dynamic Library across two floors.
- The library conducts periodical training sessions on ease of access to its **Digital Section**. The library subscribes to digital scholarly databases like NLIST and EBSCO HOST.
- Text and lectures are recorded especially for **visually impaired students and stored in the digital library**.
- **Computer workstations for staff and students** are available on both floors of the library.

Learning Management System and other Online Resources:

- The College uses **Moodle as its Learning Management System**.
- Lectures conducted are recorded and uploaded to Moodle.
- The LMS has repositories for notes, lecture-handouts, PPTs and PDFs. Assignment briefs, submissions and grading are done through Moodle.
- Teachers also use **Google Classroom**.
- Faculty integrate **YouTube videos, documentaries, movies, public lectures, blogs and TED Talks** into lectures along with sessions from MOOCs like Swayam, Coursera, NPTEL and other Open Courseware.
- **Microsoft and Google workspace tools** like MS Office, PowerPoint, Excel, Google Forms and Drive are used by faculty for educational activities.
- **New-age educational technology such as Padlet, Flipgrid and Slack**, are used for assignments, group discussions and interactive posts on subject topics and projects.

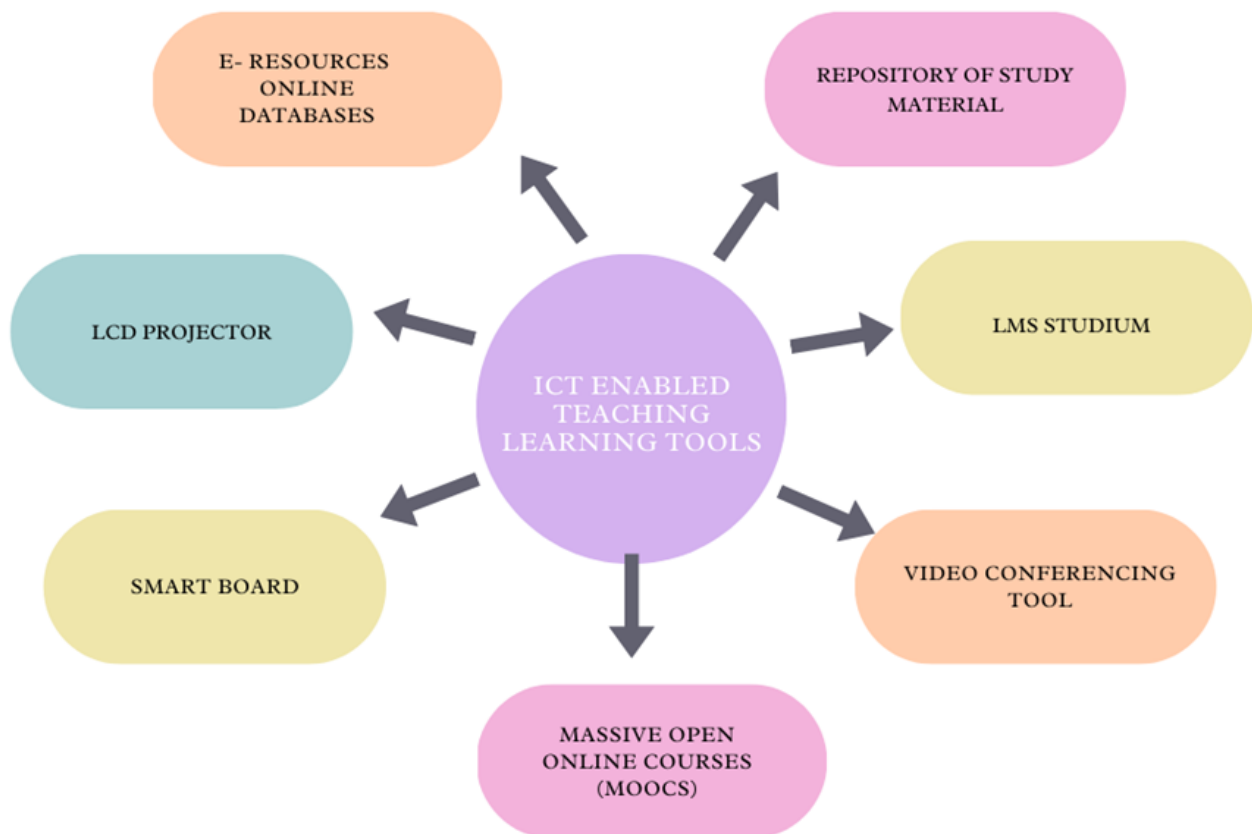
ERP:

- The M.A., M.Com. and M.Sc. stream from 2022-23 onboarded an **ERP by Studium Enterprises** for digital management of their learning experience right from Live Lectures, Cloud Recordings, Bandwidth Optimization, Advance evaluation and exams, Student profile building, Whiteboards, Question Banks, Assignments to Automatic Attendance.
- Link to the **College Studium Portal**: <https://www.faculty.studiumtech.in/>

Usefulness of ICT tools in teaching and learning process:

- Teaching becomes more effective, time-saving and has a greater audio visual impact.
- It helps enhance student engagement.
- It allows students to learn at their own pace.
- Long-term access to repositories benefits returning students, below-average students and students with backlogs.

ICT ENABLED TEACHING-LEARNING TOOLS



File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**Response:** 50.8**2.3.3.1 Number of mentors** ???????????????**Response:** 46

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

PREPARATION OF ACADEMIC CALENDAR and TEACHING PLANS

- The academic calendar encompasses the **academic activities along with co-curricular and extra-curricular activities** to be conducted in the college.
- The Academic Calendar for the institution is prepared at the **commencement of the academic year.**
- In the first two weeks, **activities are prepared by each department and committee and sent to the Academic Calendar Coordinator.**
- All the information is collated by the team and a **single document is prepared ensuring all the activities are spread evenly throughout the year.** This ensures that the students get an opportunity to be a part of as many events, lectures and activities in the entire year.

1) Students' Calendar :

- Beginning and end of semester
- Activities of all the administration and academic departments across all the faculties of the institute.
- Details of the admission process and deadlines- Details of regular and backlog examination form filling dates and examination dates-
- Details of the annual activities planned with our parent institute, the Sadhu Vaswani Mission
- The details of the activities by NSS department
- Library orientation and training
- Various festivals
- Observation of the different days like 'Human Rights Day', 'Constitution Day' and 'Sports Day'

2) Institutional Calendar :

- Date of admissions
- Dates of Exam Form Filling, Examinations and Paper setting
- Holidays and vacations
- Events at the mission
- Co-curricular and extra-curricular activities proposed by the departments and the College

- **Teaching Plans :**

Each teacher prepares the teaching plans for the subjects allotted which include:

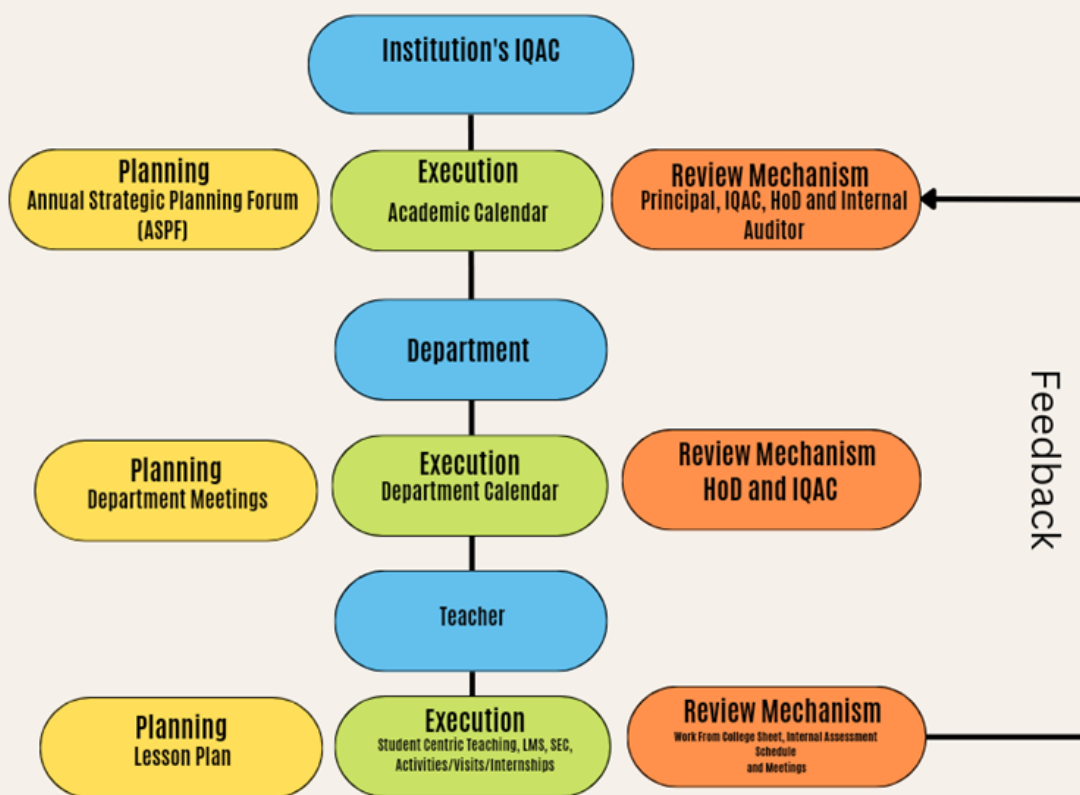
- Course Outcomes
- Monthly distribution of syllabus
- Assignments with Dates and Types

After review by HoDs, the approved teaching plans are submitted to the IQAC. This ensures that assignments are spread out evenly and students are not overburdened.

ADHERENCE OF ACADEMIC CALENDAR AND TEACHING PLANS:

- A form (Form A) with details of activities to be conducted as mentioned in the Academic Calendar is submitted by the teachers, which is on verification is approved by the IQAC coordinator and Principal.
- An annual ATR is taken to review adherence to the Academic Calendar and discuss any problems regarding it. By and large this calendar is adhered to by all the departments.
- The implementation of the calendar is monitored by the HoDs and Principal.
- A Work from College report is maintained by the faculties on daily basis which is monitored by the Heads and IQAC coordinator.
- In 2020-21, online teaching began on time as per the Academic Calendar. Due to the lockdown, exams were postponed by a month but were completed in time and results were declared.
- In 2021-22 teaching was done in a blended mode as per the directives of the State Government. All activities were successfully conducted in the online mode and hence the Academic Calendar and Teaching Plans were adhered to without problem in 2020-21 and 2021-22 as well.

ADHERENCE TO ACADEMIC CALENDAR



File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 90.35

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 29.66

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	14	13

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 13.04

2.4.3.1 Total experience of full-time teachers

Response: 626

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 18.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	13	8	12	30

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.02

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous

Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

The IT integration and reforms has improved the accuracy, reproducibility, time-management and repository capacity of the examination management system of the College.

Reforms in examinations is a two-pronged effort in the domains of:

1. Integration of IT and reforms in the examination procedures and processes
2. Continuous internal assessment system

A. Processes Integrating IT and reforms -

- **Online Orientation** for students on evaluation methodology by the Controller of Examination.
- Planning, scheduling, and communicating the **examination schedule** to teachers and students on the website.
- The examination **form filling** is an **online process**, can be done remotely by the students
- **Hall tickets** are generated by the **examination software** with seat numbers and published on the website.
- Faculty members are notified through **email** about the schedule of Question paper setting one month prior to examination.
- Three sets of Question papers are set by the subject experts (internal and external) and are verified by the COE and then uploaded to the **paper picker software**.

Selection and Printing of the **question paper** is done **one day prior to examination** by using the **Question paper picker software** which **randomly** picks one question paper set which is printed through a **high-speed printing machinery**.

- Subject wise **pass/fail result is emailed** to the concerned teacher for her to analyse the problem and then help the student
- Manual marks entry is replaced by **automated uploading of the marks** in the system
- **Supervision Charts** are **emailed** to teachers
- Exams are conducted on alternate days in addition to adequate study leave
- A **double valuation system** is permitted and photocopy of the paper is provided
- All totals are cross checked by two sets of teachers to ensure it is error free
- Final internal marks entered on the marksheets are again cross checked by two sets of teachers
- **Examination Pass- Fail** result of students is **emailed** to the concerned teacher for her to analyse the problem and then help the student.
- **Marks Sheets with QRcode and student photographs** are individually emailed to each student so that the future admission process during pandemic.
- Marks Sheets have multiple security features.
- Transparency of marks is maintained by displaying the internal assessment papers to students.
- **Proctored Online End semester examinations** were conducted through a cloud-based system during the pandemic.
- The examination cell has exclusive, password- protected Wi-Fi connectivity that is accessible only through the COE. This ensures the security of the College examination software.

- Customised examination timings, provision of scribes is provided for **Divyangjan** students for an inclusive examination system.

B. Continuous Internal assessment system-

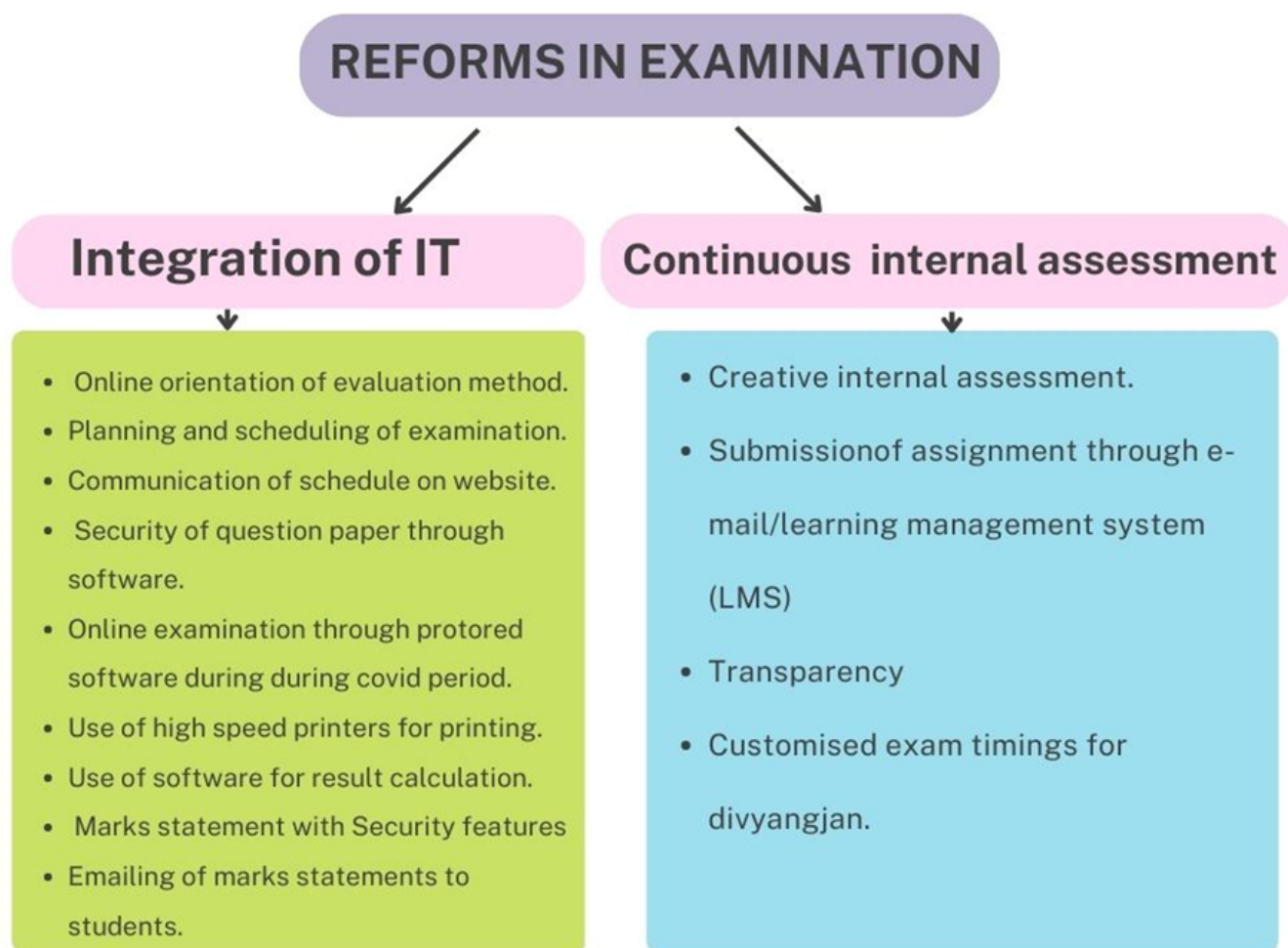
40 marks are allocated for internal assessment and 60 marks for end semester examination.

- Teachers conduct their tests and assignments for the students spacing it out to cover each unit of the syllabus as it is taught.
- Students are not overburdened and are tested whilst the topic is still fresh in their minds
- Each internal assignment is different from the next thus ensuring a variety of testing methods for multiple intelligences
- Tests are assessed and returned with comments based on the marking system
- Online submission via email, Moodle or Google classroom is permitted
- Creative assignments are prescribed
- Writing and presentation of research papers at seminars is permitted in place of assignments
- Open book tests are permitted to avoid the pressure of rote learning
- Internal results are maintained by the examination cell in Google Excel sheets, which are printed out and shared with students for verification.

Continuous internal assessment using IT during Covid lockdown and thereafter

- The College had long adopted **state-of-the-art ICT practices for teaching- learning and examinations**; this was very beneficial during COVID-19
- In the case of most subjects the remaining class tests and backlog tests, post 15th March 2020 i.e., after lockdown, were **supervised using Zoom and the tests scores were immediately emailed by the respective teachers**
- Pending assignments of all subjects were sent by email to the student

Online presentation tests were conducted via Zoom, worksheets were emailed to students; online MCQ tests were taken via Google forms or on Google classroom; Assignments and MCQ tests were set on Moodle.



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

This vision of the college of providing quality education and empowering women to take their place in society is reflected in the Curriculum of all programs - through the course objectives and outcomes designed to make the courses globally competent and locally relevant,

- From the academic year 2020-21 the College has framed formal **Programme Outcomes (POs)** for the various programmes.
- **The Pos adopted by the institute fall into three broad areas:**

- Academic Competence
- Personal, Behavioural and Skill-based Competence
- Ethical, Moral and Social Competence and Sensibilities

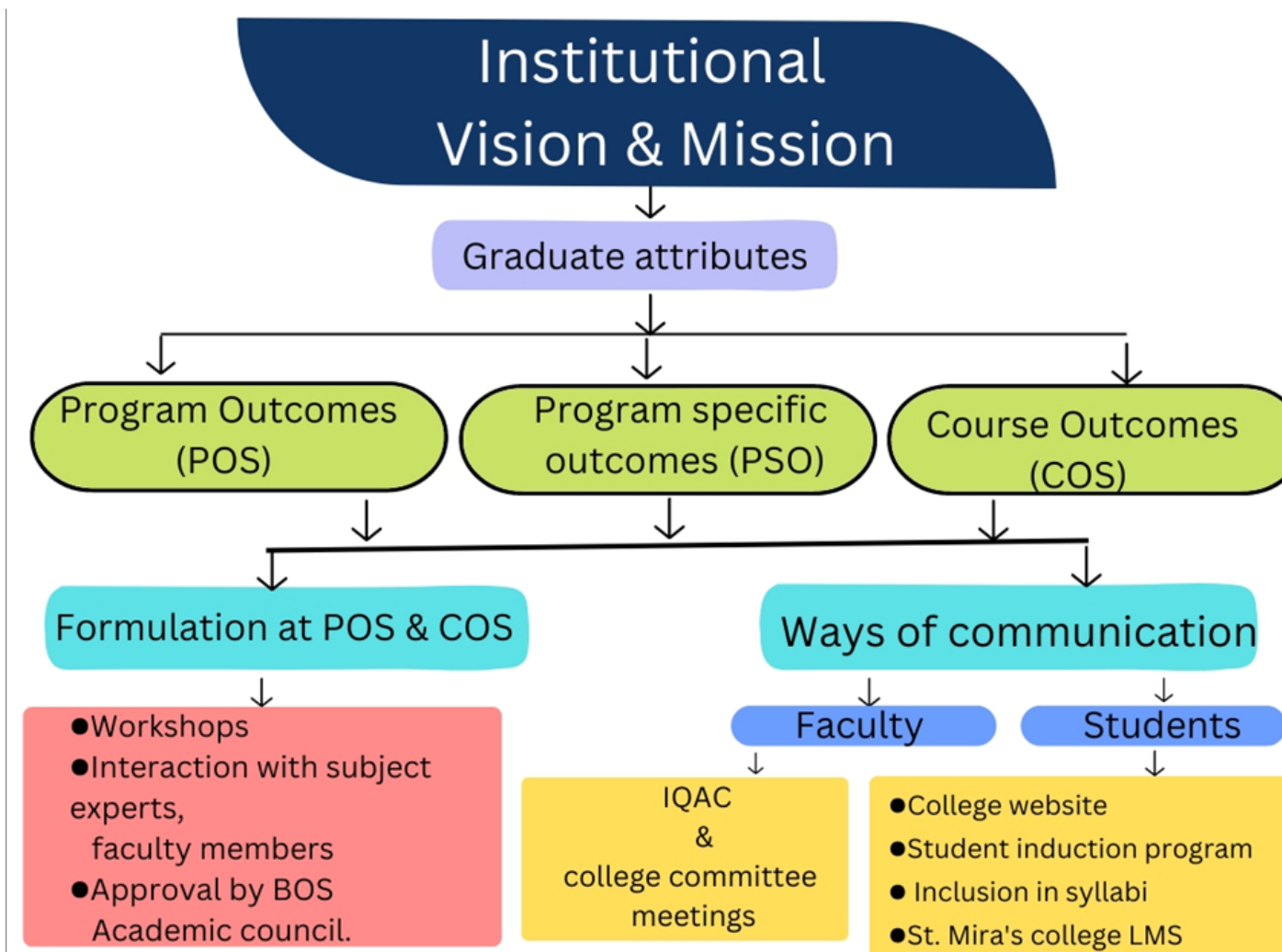
These areas are keenly integrated into the curricula so that learners acquire the knowledge and skills needed for global competence and citizenship without sacrificing local relevance. Along with employability and entrepreneurship skills, learning at St. Mira's is imbued with human rights, gender equality, appreciation of cultural diversity and promotion of sustainable living.

- **The POs of the College are carried forward by every department in its Programme Specific Outcomes (PSO) and Course Outcomes (COs).**
- The progressive pedagogical objectives of **Bloom's Taxonomy** are the primary directives that shape the course outcomes.
- **The vision and mission of the College enshrined in the POs** are translated into concrete abilities, competencies and assets through the COs.
- The outcomes are both **theory-driven and skill-based** ensuring that all outcomes are measurable and linked to evaluation.
- The PSOs and Cos are kept in focus during the syllabi setting process; all changes in the syllabi and the creation and compilation of new syllabi are passed by the BOS and approved by the college Academic Council and the Management Board.

Communication of PO'S and CO's

- The learning outcomes of POs and COs for all programmes, both UG and PG, are displayed on the website; and the undermentioned mechanisms are followed by the institution to communicate the learning outcomes to the teachers and students:
- Hard copies of Syllabi and Learning Outcomes are available in the individual departments and the college library for ready reference for both teachers and students
- The syllabi are uploaded to and available on Moodle, the adopted LMS.
- The importance of the learning outcomes has been communicated to the teachers in every IQAC meeting and College Committee meeting
- All students are apprised of the objectives and expected outcomes of their programme on admission during the compulsory Orientation Student Induction Programme. The students are made aware of these being separately evaluated.
- Students are also informed and provided with the detailed syllabi and course outcomes in each course and the assessment strategy for each course; they are also made aware of the same during introductory lectures to the individual courses and during tutorial meetings

Workshops have also been conducted for developing the Programme Educational Objectives and learning outcomes at the college level.



File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

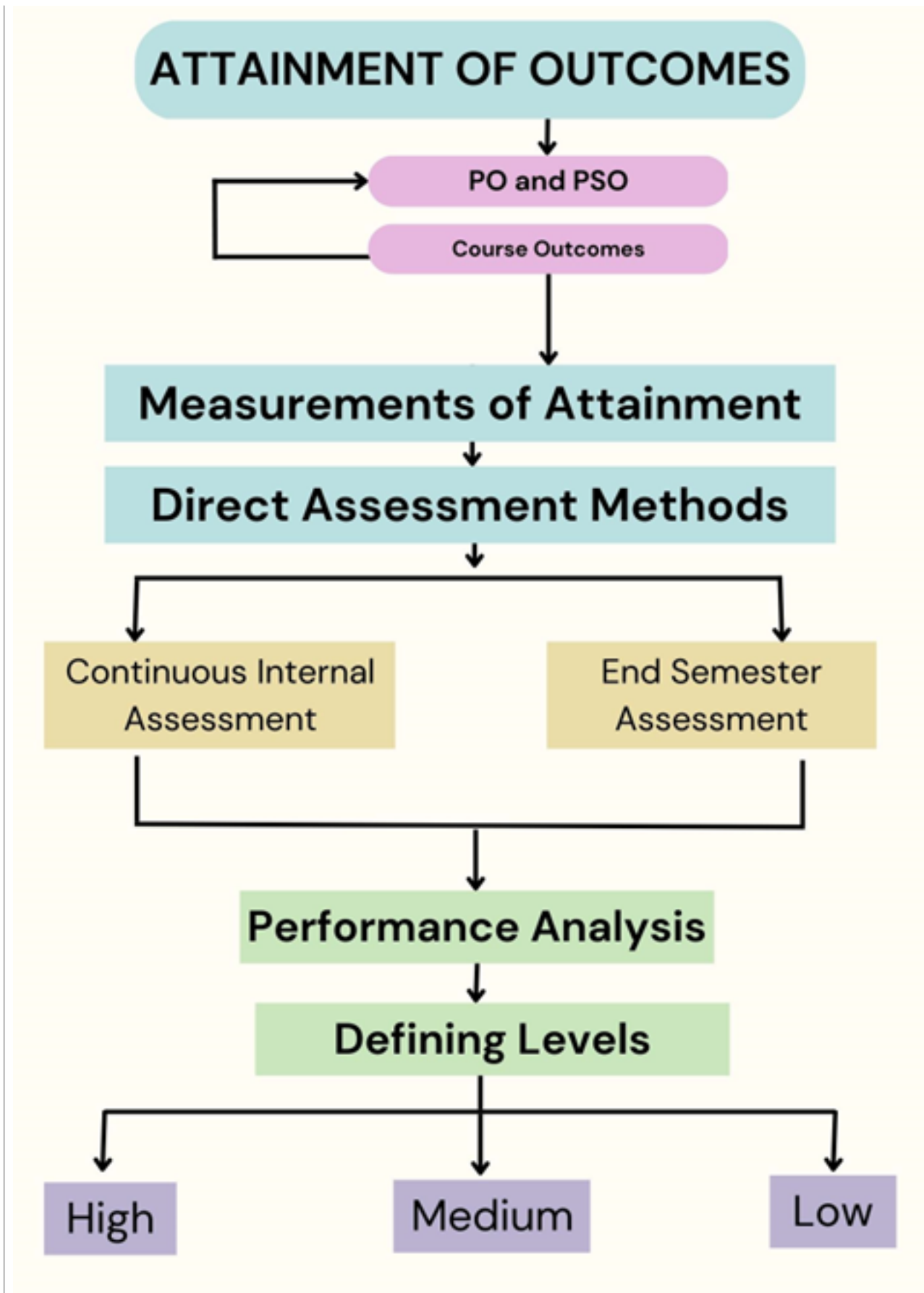
Response:

The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are fulfilled through **adopted curricula**.

- The Course Outcomes (COs) are outlined for each course, and they are mapped to POs and PSOs.
- A continuous evaluation methodology has been put in place for the assessment of COs. Thereby, the attainment of COs indicates the attainment of POs and PSOs.
- The Programme Outcomes, the Course Outcomes and the Evaluation Methodology are intelligibly mapped for all programmes at the time of syllabi formation.

The methods for Assessment, Evaluation and Measurement of POs/PSOs:

- **The Direct Assessment** Methods are governed by **Bloom's Revised Taxonomy** and are mapped right at the outset.
- **Components of Assessment:**
 - There are two **internal assessments** and **one end-semester assessment**.
 - The **internal assessment** is continuous and uses several varied methodologies like Online Written Tests, Offline Closed and Open book Test, Quizzes and MCQs, Field Assignments, Laboratory Assignments, Presentations, Projects, Seminars and Vivas.
 - The **Rubrics** of the marking scheme include several competencies to ensure a fair assessment.
 - **COs are included in the lesson plans** that all teachers make for every subject taught. Additionally, **assignments** and tests are crafted bearing both the COs and Bloom's Revised Taxonomy in mind and teachers specifically mention which CO is being tested.
 - All the evaluation practises, thus, by default, keep the COs in focus.
 - Question papers are reviewed by individual Department Heads and the Exam Committee.
 - Performance Analysis reports, for every programme, are shared by the Controller of Exams with the concerned faculty.
 - The reports indicate **attainment levels** of outcomes and are indicators in future syllabi structuring.
- **Attainment of programme outcomes is calculated as:**
 - Students are categorized into three levels based on their performance in the examination.
 - Target for all COs is same. Students are classified into **HIGH, MEDIUM** and **LOW** levels.
 - Based on the assessments and the indicated levels of attainment, observations and analyses are made.
 - The attainment analysis enables the continuous improvement of curriculum, teaching-learning process, teaching resources requirement and assessment methods. It also ensures the validity and reliability of evaluation and with that the validity of the accreditation of the course, programme and institution.
 - A comprehensive mapping of course and programme outcomes to the syllabi is undertaken for every course. A detailed course report indicates the exact execution of course and programme outcomes in that specific course.
 - From 2022-23 the attainment of Programme Outcomes and Course Outcomes is evaluated by **Studium ERP** adopted by the College.



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 91.34

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 707

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 774

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.69

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

- St. Mira's College works towards **promoting a research culture** among its faculty and learners. The aim is to provide a strong foundation for both the academic and professional development of faculty and students and initiating a journey towards sustainable, ethical and productive research.
- In order to ensure that the research activities of the college conform to all applicable rules and regulations of the affiliating University as well as other educational and academic agencies, St. Mira's College has worked out its Research Policy which is **aligned to established standards and norms of ethical research**.
- The Policy aims to provide direction to critical research areas having **academic, practical and social relevance** thus contributing to community as well as national development.
- **Promote interdisciplinary research and encourage joint research projects** across departments and involvement of external experts and agencies.
- The Policy aims at creation of a conducive environment for research, promoting a scientific temper and developing a research aptitude among all the stakeholders.
- In keeping with the objectives of the Research Policy, **published faculty research has covered many contemporary and socially relevant issues** like women empowerment through craft revival, sustainable and resilient development models, stress management among college students, waste management, research about college students covering their social skills and body image to name a few representative examples.
- **Integrated research methodology at various levels of curricula both at the under-graduate and post-graduate levels, across disciplines.** The objective is to create among the students a strong background in research methodology and research ethics.
- **Eminent resource persons from outside as well as inhouse faculty** guides the students and faculty on the issues like the basics of research, exploring careers in research, guidance about publication of research etc. Student research is also encouraged through seminars at the institutional level and presentations of research papers in the conferences at other institutions.
- **Eight faculty members are recognized as research guides** by the affiliating university and have students awarded to their credit.
- **Three faculty research projects with an outlay of INR 6.5 Lakhs funded by ICSSR and Tata Trust** have been initiated in the assessment period.
- **The Research Centre in Women's Studies** has been granted in the year 2021-22, admitting 6 students.
- The Institution has ample resources **including 58561 books, 14 journals as well as 4 digital databases in the form of subscriptions to N List and Ebscohost** offering a robust support and infrastructure for research.
- **Regular workshops are organized by the library for students at both under-graduate and post-graduate levels to orient students to the use and access of e-resources.**
- The college has also invested in **research software like N Vivo** to facilitate quality research.
- Faculty members have **integrated their internal assessment with the usage of these digital resources** resulting in enquiry based learning, critical thinking and usage of the digital resources.

This, coupled with the research methodology components in the curriculum, leads to sound research outcomes.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 7.42

3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
4	0.5	0	0.92	2

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 1.23

3.2.2.1 Number of teachers having research projects during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	1

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 16.67

3.2.3.1 Number of teachers recognized as research guides

Response: 8

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 3.92

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	1

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	15	15	15

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

- focus on holistic development of our students to become self-reliant across professions in later life. With this in mind, our **‘Institutions Innovation Council (IIC)’** is closely associated with our **‘Centre for Women Entrepreneurship (CWE)’** in all efforts to create an ecosystem fostering our students’ development.
- Established in 2017, CWE is working to create an environment that promotes and stimulates the spirit of entrepreneurship through educational programs, events, activities and research, connecting theory with practice, infusing entrepreneurial thought and action. The institutional set up of the CWE includes various clubs and cells like - **Start up Club, and IPR Cell.**
- The **Institution’s Innovation Council (IIC)** has received an establishment certificate from Ministry of Education (MoE), Government of India.
- **CWE has been awarded a certificate in 2018 by SPPU- Centre for Innovation, Incubation & Linkages (CIIL)** for establishing Innovation & Start-up Cell on campus.
- **CWE and the Centre for Social Entrepreneurship, TISS, Mumbai have signed an MoU in August 2019.** Both TISS & CWE are working towards supporting start-ups social ventures/enterprises in India and hence agree to collaborate in a mutually satisfactory form and manner in order to support the creation of a vibrant ecosystem to foster entrepreneurship in the social enterprise space.
- CWE has set up a **Rural Entrepreneurship Development Cell (REDC)** in the college. REDC is an initiative of Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India. The Purpose of REDC is to develop understanding of Entrepreneurship among the students in Rural Context, explore and identify Rural Potential for a Business Idea, promote Rural Entrepreneurship culture and build a strong Rural Entrepreneurial Ecosystem.
- **Mira Bazar** is a **flagship annual entrepreneurial event** of CWE aimed at giving hands on experience on business and entrepreneurship to the students and to showcase their entrepreneurial skills.
- **Conduct of various workshops and seminars on campus** - Ideation to finances, from turning waste into beauty to reviving old arts form like stitching quilts.

- **Dialogue sessions with entrepreneurs** are arranged to share their experiences on finances, technology, passion and more importantly the social orientation of innovations i.e. the innovations and business ideas should be designed to understand and ameliorate societal issues.
- The stories of such successful entrepreneurs from Mira's are chronicled into a **Coffee Table book-ZENITH,-'Inspiring Studentpreneurial Journeys'** published in March 2022.
- **Dialogues with successful innovators, IPR professionals** to incorporate the ethics and respect for IPR on the path towards socially sustainable entrepreneurship. An event like Waste-O-Mania which encouraged the students to challenge their creativity and turn the waste into commercial products stands testimony to this ideology.
- Exploration of novel ideas like **Responsible and Sustainable Tourism**

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 51

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
12	15	7	8	9

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 3.13

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 25

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 8

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.62

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	18	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.58**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	5	5	10

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response: 0.14**

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response: 1**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response: 0.43**

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0.078	0.012	0.20	0.14	0

File Description	Document
List of consultants and revenue generated by them	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response: 0****3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities**3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years**

Response:

The college has developed and sustained association with NGOs and institutions committed to bring positive social change.

ACTIVITY	DETAILS	IMPACT
Activities Worth a Special Mention		
CRSA- Covid Resources Students' Association	<ul style="list-style-type: none"> • Network of students • CRSA helps people by providing well researched and accurate verified information regarding medical resources to Covid patients and their families. 	<ul style="list-style-type: none"> • Helped families to get access to resources. • Data collection and verification country. • Contributing in Healing India during pandemic
Global Opportunity Youth Network	<ul style="list-style-type: none"> • A collaborative project aimed at building sustainable and dignified entrepreneurship and employment opportunities to youth. 	<ul style="list-style-type: none"> • create economic mobility for young people who are out of school, unemployed, or working in informal sectors. • Participation in global network of communities collaborating to create systems-level change.
Internship With Borderless World Foundation	<ul style="list-style-type: none"> • Zahra Shetranjiwala and Neha Kadali. stayed in the state of Jammu and Kashmir and created psychological profiles of orphans. 	<ul style="list-style-type: none"> • Sensitizing students towards the plight of girls in conflict –prone regions • Understanding the theoretical concepts of conflict, trauma, human rights violations, gender specific issues in conflict areas.
Departmental Activities		
Education Opportunities for the Community	<ul style="list-style-type: none"> • SOUL- Social Outreach United Learning • Collection and distribution of academic books • Making Educational Videos • Upload academic content on App • School Counselling and Volunteering 	<ul style="list-style-type: none"> • Increase in availability of educational resources. • Making quality educational tools for the community. • Assisting in providing quality of resources to the underprivileged
Environmental Protection and Awareness	<ul style="list-style-type: none"> • Swachh Bharat Internship • River cleaning and awareness • Workshop on Waste Segregation and Disposal • Swachata Pandharawada • Tree Plantation Drive • Save - Water Campaign 	<ul style="list-style-type: none"> • Promotes proactiveness • Understand, investigate and solve environment problems • Develop skills for effectively address ecological issues • Motivation to improve the environmental value of surroundings

Social Service	<ul style="list-style-type: none"> • Fund raising and spreading awareness • Contribution to Kerala Relief Fund • Social Service by every class. 	<ul style="list-style-type: none"> • Sharing of Resources • Developing a sense of gratitude. • Appreciation for smaller things • engagement in community service 	
Volunteering Activities	<ul style="list-style-type: none"> • Volunteering at Eye Check Up Camp • Volunteering at Ishanya Mall for Yellow Ribbon Fair • Writer for Blind students. • Project Pandita 	<ul style="list-style-type: none"> • New experiences to students • Enhances Team Spirit • Improvement in Soft-skills • Relevant work experience 	
Gender equality and Menstrual Health	<ul style="list-style-type: none"> • Gender Equality Activities • Work with Spherule Foundation • Har Mahina Har Mahila • Sanitary Napkin Collection Campaign- 'Kaho Na Pad Hai' 	<ul style="list-style-type: none"> • Awareness about health and hygiene • Promotion of sustainable practices • equal opportunities for girl child 	
Awareness Creation	<ul style="list-style-type: none"> • Investors Education and Financial Literacy • Voter Awareness Orientation. • Slogan Writing for Covid-19 Awareness. • Orientation in how to work for Mental Health and prevention of Suicides. 	<ul style="list-style-type: none"> • Social sensitization. • Educate people on new issues and • Encourages participation in solving 	
Animal Rescue	<ul style="list-style-type: none"> • Animal Rescue and support. • Project INDIES- Saare Jahan se Accha. 	<ul style="list-style-type: none"> • Rescuing of street dogs. • Availability of shelter and food for dogs. 	
NSS	<ul style="list-style-type: none"> • NSS Camps at adopted villages • Awareness programmes • Civic responsibilities promotion drives 	<ul style="list-style-type: none"> • Fostering neighbourhood network • Social consciousness • Development of leadership skills • Enhancing team Spirit • Respect and value all kind of labour • Awareness about government schemes and policies. 	

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 0

3.6.2.1 Total number of awards and recognition received for extension activities from Government/

Government recognised bodies year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response: 85****3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
31	7	22	17	8

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response: 40.67****3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2384	398	776	655	402

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 53.2

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
86	96	41	36	7

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 30

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	5	10	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

- St. Mira's College for Girls fulfils the minimum Conditions and Procedures for establishment and maintenance of infrastructure following UGC and University norms.
- The use of ICT in teaching-learning processes in the form of Video-Conferencing, LCD presentations, and internet connectivity is endorsed.
- All departments of the college are well equipped with adequate furniture, equipment and books. The college is spread across 3 acres with established resources to conduct academic and co-curricular activities.

The details of the available infrastructural facilities are as follows:

Classrooms:

- The college has 40 spacious classrooms with **adequate ventilation, seating and supporting furniture.**
- The **boards and teachers' platforms** in each room are in elevated positions to enable students to have a comfortable view.
- 10 classrooms are equipped with **LCD projectors and computers.**
- **Waste baskets** are provided in all classrooms.
- For better connectivity **Wi-Fi access** is provided on all floors during lecture hours.
- **Notice boards** are available on each floor outside the classrooms.

Laboratories:

The existing 7 laboratories are fully equipped with state-of-the-art facilities to conduct practical sessions of designated courses with power backup.

- The **Computer Labs** have the updated versions of operating systems and software with **internet facilities, printers, servers and LCD Projectors** which are well suited for practical oriented assignments as well as software development and demonstrations.
- The **Electronics Lab** is well equipped for conduct of practical with **16 computers, 5 C.R.O, 8 Digital Multimeters, electronic kits and educational charts.**
- One **Psychology Lab** has 5 cubicles for conducting practical and 1 cubicle for faculty members and has 2 computers along with UPS backup and around 11 **equipment and 20 psychological tests** required to conduct practical.
- One **English Language Lab** equipped with 11 computers.

All the laboratories are also used for conducting **Online Examination** as a part internal assessment.

Library:

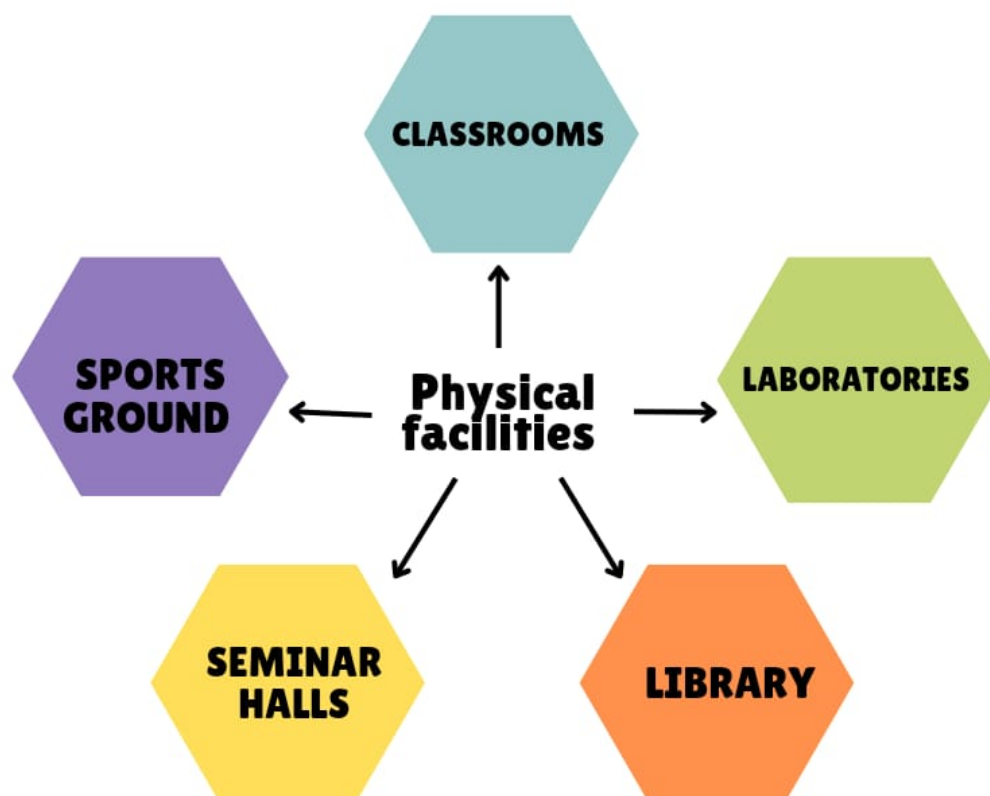
- The college has a very well-established library spread across 2 levels (first and second floors).
- It has **adequate storage facility and furniture** for reading and reference work with
- **62316 books, 44 Journals, 2 Databases, 2937 CD/DVDs and digital database like NLIST and EBSCO host** to access e-resources and download articles directly from the publisher's website.

Other teaching learning Facilities:

- A well-equipped state of the art **auditorium** with **500 seating capacity** is widely used by faculty and students for **cultural activities, guest lectures, seminars, workshops, N.S.S activities, C.W.E programs, competitions, placement drives etc.**
- An **Audio-Visual Room** with **200 seating capacity** is situated on the second floor of the college building and is utilized for programs such as:
- **guest lectures, library orientation, documentary screening, credit courses, EDC activities, placement drives, soft skill development, conferences etc.**
- With the use of an **advanced sound system and LCD projector** the audio-visual room is utilized for various activities.
- A large **Sanctuary Hall** where **value education sessions** are conducted every day for the entire college in two shifts which is also equipped with a **sound system and LCD projector.**

Multiple **yoga sessions** are also conducted throughout the year for students and teachers by **physical education** department of college.

INSTITUTIONAL PHYSICAL FACILITIES



File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

St. Mira's College has a dedicated space for a sports ground that is suitable for both indoor and outdoor games.

Students are encouraged to participate in the different cultural activities and they are awarded and rewarded accordingly.

Outdoor sports facilities:

- A Basketball court, Volleyball Court, Kabaddi Ground

- Athletics **50 x 5 meters** straight track
- **Long Jump pit**
- 3 cemented **rings of diameter 2.25 meter** for Throwing events (Shot Put, Discuss, Hammer Throw)
- **Tennis Court/ Badminton Open Court**

Indoor sports facilities:

- **Gymnasium** - The college has a well-equipped gymnasium of **size 12 x 6 meters**

It includes 2 cardio machines, a rowing machine, 6 station multi-gym, Cross Over machine, medicine balls, dumbbells, Swiss ball, weight plates, leg press machines, Bench press Stand, squats stand, exercise box, cones, mats, kettlebell, skipping ropes, Weight Belts and harness belt.

- **Table Tennis Table** -We have a moveable **Table Tennis Table of size 2.74 x1.52.5 meter**. It is kept in the common room (Foyer Hall) of Size 12 x 5 mts
- **Yoga training** and practice as a part of our curriculum is conducted in the **Sanctuary Hall which is of 25 x 25 Meters in size.**

Participation in competitions:

- Our students participate in various Sports such as **Athletics, Cross-country, Basketball, Handball, Badminton, Football, Cricket, Kho-Kho, Kabaddi, Volleyball, Taekwondo, Yoga, Powerlifting, Chess, Archery, Table tennis and rifle shooting.**
- **Physical Education Lectures** for all first-year classes of all streams are conducted on the sports ground.
- For the years 2020-21 and 2021-22 due to covid pandemic, many activities on physical education and fitness were conducted using online platforms.
- The sports department conducted online sessions by experts on **mind and body wellness**. These were extremely useful for students during these trying times.

Infrastructure for cultural facilities-

- Students are encouraged to participate **in college cultural events** like
 - Technical fests and intercollegiate competition events such as **Teklogica, Exodus and spectrum**
 - Annual Sports Day
 - Annual Day, Farewell etc.
- The college has number of **clubs/ Committee** established to enhance the hidden talent of the students and to increase social awareness namely, the Cultural Club, Green Club, etc.
- To enhance and assist organizing **cultural activities**, college **has 3 ICT enabled halls with LCD projectors** and adequate **audio & lighting systems**. An **inhouse developed software** is utilized for **booking the time slots** of the auditorium and audio-visual room.
- An **Auditorium was constructed and inaugurated** on 1st August 1983 of an **area of 6000 sq. ft** with a seating **capacity of 500**, advanced sound system, overhead LCD projector and screen. It is furnished with cushioned chairs labelled alpha-numerically, a large stage and an attached dressing

room.

- An **Audio-Visual Hall** was established in 2007-08 with an **area of 3360 sq. ft** and a **seating capacity of 200**.
- A **Sanctuary Hall** was established on 25th November 1979, with an **area of 3360 sq. ft**. To uplift the spiritual quotient of students, **daily prayers and inspirational talks** by faculties are conducted in the sanctuary hall every working day during the **sanctuary period**.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 41

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 37.52

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
4.7	2.6	5.5	26	38

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

ILMS: SLIM21 (System for Library Information and Management).

Nature of automation (full or partial): Fully with all essential “Library Functions”.

Version :- For the year 2022 the version is 3.9

Year of automation: 2006

SLIM21 is a Pune based popular software developed and maintained by Algorithms Consultants Pvt. Ltd, Pune. It is installed on **IBM Server Windows 2008 and has 7 desktops connected on LAN for library operation and service**. The software supports **international standards for cataloguing**. The library is using Colon Classification Scheme for the organisation of reading material which is supported by the software. Some of the automated important functions are as follows:

- **Acquisition Module:** It has a facility for online book recommendation which are later processed along with bill details according to the related budget heads and accessioned after due approval. It also generates expenditure reports.
- **Cataloguing Module:** Along with the Author, Title, Publication and Pagination, the software has the provision for entering trendy and useful information including- Cover Page images, Summaries, Table of Contents, Key-words, etc. This module allows the generation of Accession Register and Author Titles reports. The browse function allows data editing work and retrospective data entry.
- **Circulation Module-** It allows creating- Lending Policy, Issuing Rules, Borrower Categories, Memberships, Carrel Issue (material consultation), ‘Book Bank’ and ‘Scholar Card Facility’ (5 Meritorious Students from each class). It provides the facility of generating a variety of circulation reports, barcodes, reissuing, reserving, automated e-mail messages to new members intimating their login credentials and overdue books. All rules are predefined in the software.

WebOPAC: Its trendy and useful features are:

- Hosted online.
- Real-time Circulation status.
- Rack and floor location of the reading material.
- Book Cover Images.
- QR Codes for bibliographic details.
- *Google Preview*.
- Book Recommendation.
- User account login facility through 'My Info'.
- Journal List with received issues details.
- Login credential request form.
- Search Boxes and links for access to EBSCO Databases, NLIST and E-journals.
- New Arrivals (Also provided on the college website)
- **Barcode technology** was implemented in the year 2008 with a Barcode printer and scanners.
- **SLIM21 Library Assistant SM21: acquired in the year 2019 for automation of stock-taking process.**
- **Daily backup of data** is maintained on two locations for safety and preservation purposes.

Other areas of Automation:

- **Library Webpage** enriched with Journal TOCs, New Arrival, portal to online resources, etc. <https://www.stmiracollegepune.edu.in/library.php>
- **Automated attendance system** (2019) for capturing footfalls.
- Library has maintained a **digital repository through DSpace**: software for archiving and accessing digital contents on LAN. The resources include –Syllabus, Previous Years' Question Papers and audio contents for Divyang students (Visually Impaired) among others.
- **BLOG: Disseminates topical information.** <https://miracollegelibrary.blogspot.com/>
- **7 desktops are deployed for students and teachers for accessing to WebOPAC, NLIST, EBSCO Databases and other online resources.**
- **Wi-fi facility.**
- **Photocopying** facility.
- TV for screening of films for academic courses.
- DD free Dish for viewing **Swayam Prabha**; Educational DTH channels

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 6.12

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
5.7	4.8	2.7	10.9	6.5

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 9.27

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 221

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

St. Mira's College for Girls has a policy on usage of IT infrastructure and maintenance guidelines which is applicable to all employees and students.

- The entire campus of St. Mira's College has a **Leased Line** network coverage (LAN/Wi-Fi) of **100 Mbps** provided by TATA Teleservices from the last 2 years.
- All the computer laboratories are equipped with **state-of-the-art technology** and are available to all the staff and students.
- The college has 7 laboratories consisting of **181 computers, 3 servers** and have software packages as per the curricular` needs.
- The **software packages are upgraded** regularly and also new purchases of software are encouraged for changing curriculum and industry needs.
- A separate team of **technical experts** are informed to take care of the IT related needs of the campus IT infrastructure.
- An **AMC** is maintained for website design and updates along with email solutions.
- **The internal website college committee** coordinates to look into the updates of the college web-site regularly which is monitored by the IQAC.

Security Aspect:

- List of offenses liable while using college IT facilities,
1. **Tampering** with computer source documents, records & developed software and **hacking** with a computer system.
 2. Usage of the password, digital signature or other **unique identification** of another person.
 3. **Acts of** .
 4. **Publishing information** which is obscene / defaming someone or any organization in electronic form.
 5. **Downloading of illegal software** or attachment of any device that could bring viruses or damage to college computers.
 6. **Formatting of any computer** in the college without permission.
 7. Usage of computer peripherals (printers, scanners etc.) for personal work.
 8. **Photography of any material** from the college computers, particularly during online exams, practical & practical examinations

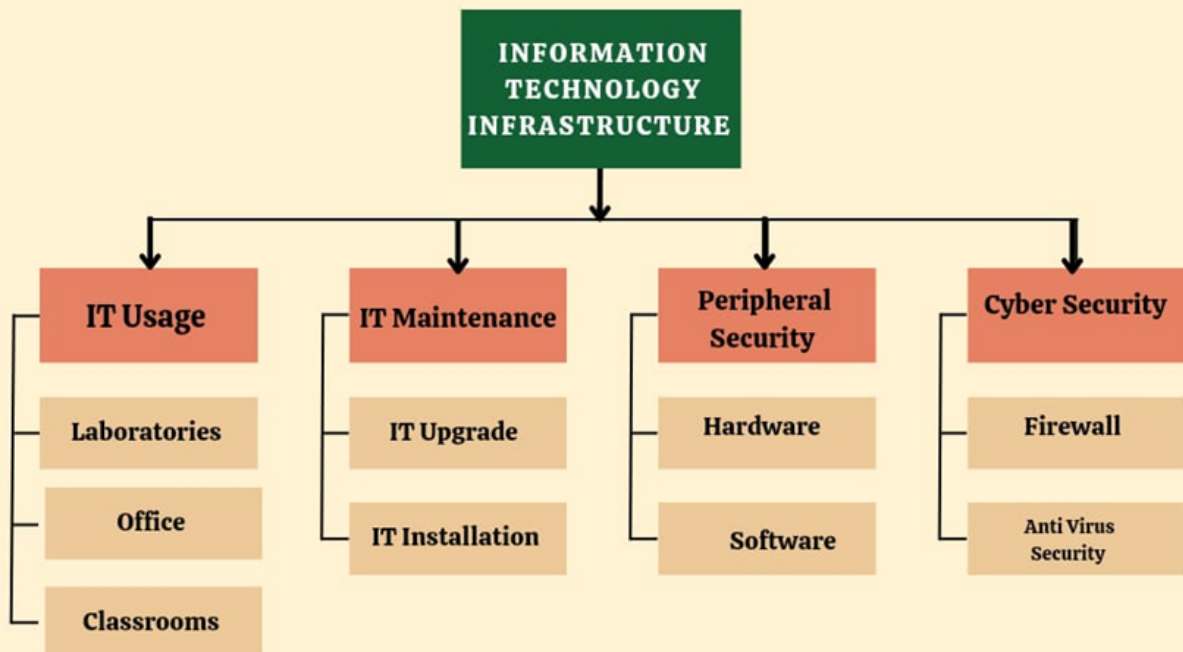
Cyber Security:

- To secure our college IT network, **firewall device** is used that monitors incoming and outgoing network traffic and permits or blocks data packets based on a set of security rules.
- Firewall's purpose is to establish a barrier between internal networks and incoming traffic and **block malicious traffic**.
- For internal security, to protect our data from malicious attack, license copy of an antivirus software '**Quick Heal**' is installed across all computers.

IT Peripherals

- The college provides **10 classrooms and 4 labs with LCD projectors** along with one class with interactive board for IT enabled teaching and learning.
- For enhanced learning experience **4 classrooms are instilled with smartboards**.
- Workshops and Seminars are conducted in 3 Seminar halls which are equipped with required ICT facilities.
- Our **administration section** is equipped with **38 computers, 5 laptops, 15 printers, 3 scanners, 4 xerox machines, 2 servers**
- The **college library** is utilizing **6 computers** and **1 server**.
- The **computer science Lab** computers have the **Linux OS** (freeware software) which gets automatic updates and **windows OS** with licenses which is set in auto update mode.
- College has the **AMC** in place for the **maintenance** of all IT equipment, both hardware and software.
- **IT related updates** are done by the **purchase committee** with quotations obtained from different vendors.

INFORMATION TECHNOLOGY INFRASTRUCTURE



File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 12.91

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 250 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: E. None of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 16.98

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
7.7	8.5	9.1	7.5	8.7

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

St. Mira's College follows various policies for conducting daily academic, physical and administrative activities.

Utilization of Physical Facilities:

The established Utilization policy states that,

1. Well maintained **seminar halls** are utilized to encourage **extra-curricular, co-curricular activities**.
2. There are policies for maintaining the classrooms such as, **Classrooms** are to be utilized only for the **conduction of lectures, examinations** and also for **guest lectures**.
3. **Electric power supply/ internet/ smart boards/ LCD projector/ computers & accessories** etc. provided by the college are to be utilized only for college related activities.
4. All requirements, **repairs & servicing** of the equipment/furniture in the classroom or any problems detected on the building infrastructure are to be **reported in writing** to the office staff in charge.
5. The **maintenance committee** who in turn shall attend on maintenance issues after obtaining the necessary sanctions from the Principal-in-Charge.
6. **The equipment in the laboratories & computers** installed therein are utilized only for the conduct of **practical and academic activities** as per curriculum.
7. For **IT maintenance a computer technician** available on campus throughout the working hours and proper maintenance under renewable AMC.
8. **The lab assistants** are responsible to maintain complete **records of the equipment** – the stock, damages, repairs & replacements etc.
9. **Annual Maintenance Contracts (AMC)** are in place to maintain all kinds of infrastructure facilities including CCTV, UPS, Water tank cleaning, Air Conditioner, Microsoft Software Licenses EPBAX, Vriddhi Software, College Lift, Fire Extinguisher, Computers & peripherals, Batteries, Biometric Machine ,100 KVA Genset, Water Pump & motor servicing and College Website etc.
10. The **College Building** is naturally **ventilated and lighted**.
11. **Sufficient parking facility** is provided for students, teaching and non-teaching staff, visitors and guests.
12. The **Library Space** is organized for optimum utilization of resources by students, faculty and support staff.

Maintenance and Utilization of Library Facility:

Library utilization policy adhere to following points:

1. Students and staff need to **register with the library for membership** by presenting the Fee Receipt and Appointment Order respectively. Student Membership **is valid for one academic year** and needs to be **renewed** every year.

2. **I-cards** are a **must** for all library transactions.
3. Students are entitled to **borrow two books** for a period of seven days.
4. **Late return** of reading material will attract a fine to the tune of Rs. 2/ per book for the first week and Rs.5/ for the rest of the period.
5. **Re-issuing facility** is available provided the item is not already reserved by other students.
6. Members must return all the library material issued to them for consultation before leaving the **reading room**.
7. The Employee who leaves the College due to retirement or other reasons should return all their borrowings and procure **No Dues** certificate from the library.
8. If any book is not available in our library, **institutional membership** facilities can be used.
9. **Relaxation of Issuing Limit**- Issuing Limits will be relaxed in cases of students participating in competitions like debates, elocution, essay writing, article writing, etc.
10. Use of **Audio-visual Material**- Students can view CD/DVDs in the library only.

- **Other Library Members**

Apart from current St Mira's College faculty- staff and students, others who can be members of the library are: **Ex-staff, Ex-students, Parent Body, Sister Institutes,** and any other information seekers with the permission of the principal.

- **Access to E-resources**

Members can access E-resources under NLIST and EBSCO Databases- Academic Search Elite, Literary Reference Centre and Master File Elite. They need to get a login ID and Passwords from the library.

- **Loss/Damage of Reading Material**

- Members are responsible for the physical condition of any items checked out on their card. Before leaving the circulation counter the sound condition of reading materials is required to be ensured. If any damage is found, the matter is brought to the notice of the library assistant.
- In case of loss or damage of reading material, members are liable to replace the copy or pay the designated fine for the book in print.

- **Record of Visits**

- Students and staff are expected to enter their roll numbers in the **attendance register** provided at the entrance of the library.
- Bags shall be deposited at the **property counter** without fail and members are requested not to keep their cash, mobiles and other valuable items in their bags.

- **Special Services**

Special services are available to **'Divyaang'** such as provision of free **Braille Papers,** readers, writers, personal assistance and reserved seating arrangement.

- **Terms of Use for Online Resources**

Use of all library online resources (e-journals, databases, and e-books) is subject to **copyright laws and contractual/license agreements** between the College and the publishers/suppliers.

Maintenance and Utilization of Sports Facilities:

Sports facilities are maintained and utilized as follows:

- **Training**

- Students participating in different sports activities **practice daily for two hours** before commencement of daily lectures. **Special coaches to train** these students in their respective events have been appointed.
- During Physical Education lectures, **yoga, self-defence, various fitness activities & games** are taught.
- **Annual Sports day** is organized every year.

- **Support & Incentives**

- Scholarships, fee concessions, **free medical check-up, free nutritious breakfast** (Protein powder), vitamins, travelling and **refreshment allowances** during matches, T-shirts and tracksuits are provided to students **participating in inter college/university/state /national level sports**.
- **Academic support** in the form of special **concession in attendance**, flexibility in examination schedules and award of extra marks.
- Every year **scholarships, cash prizes and trophies are awarded to the best girls in sports and academics**.

Campus Maintenance:

Full time **administrative office personnel** are looking after providing services such as **electrical work, plumbing, furniture upgrade, building maintenance, gardening, maintenance of sports facilities and housekeeping**.

- Electrical/electronic engineers take care of **installation and maintenance of various electrical, electronic and public address systems**.
- **Elevators, air conditioners, UPS, CCTV and generators** are maintained by AMC partners.
- **Fire extinguishers** are inspected and maintained by the AMC partners.
- The **solar panels** are regularly checked for optimal functioning.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 4.15

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
103	109	98	71	82

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 11.21

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
210	165	231	373	254

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 64.07

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2048	1628	1580	1194	747

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 10.83

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
142	90	42	30	49

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 32.53

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 230

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 95.24

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
22	16	31	8	1

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
22	21	31	8	1

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 43

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	5	9	16

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student Council members play a vital role in making the campus life of students vibrant through their active involvement in

1. Administrative activities
2. Academic activities
3. Cultural activities

Students are members of various college level committees like

1. **Grievance Redressal Committee** - the committee seeks timely updates from students regarding their grievances which are then resolved through immediate action
2. **Magazine Committee** - Students are actively involved in conceptualising and communicating the theme of the college magazine to stakeholders. They collect theme specific articles, edit and co-ordinate with the printing agency. The layout and the final proofreading for the magazine is also carried out by the students. The cover designs are often drawn or digitally created by students.
3. **Students' Clubs**- The Theatre Club, LitWits, JnK, Social Media, Raahi- Mental Well Bring Club, Mira Press, Miranomics, Debate Club, Law Club, Cultural Club, MILE, SOUL, Sanctuary and Green Club. All the clubs host sessions which are entirely planned, coordinated, and executed by students. Students' clubs also organise bigger events such as the inter-college cosplay competition Kosufest in which students take on tasks like collection of donations, planning of events, invitation

to guests and judges, enrolment of participants and marketing through radio channels, newspapers and social media platforms.

Student Council is involved in:

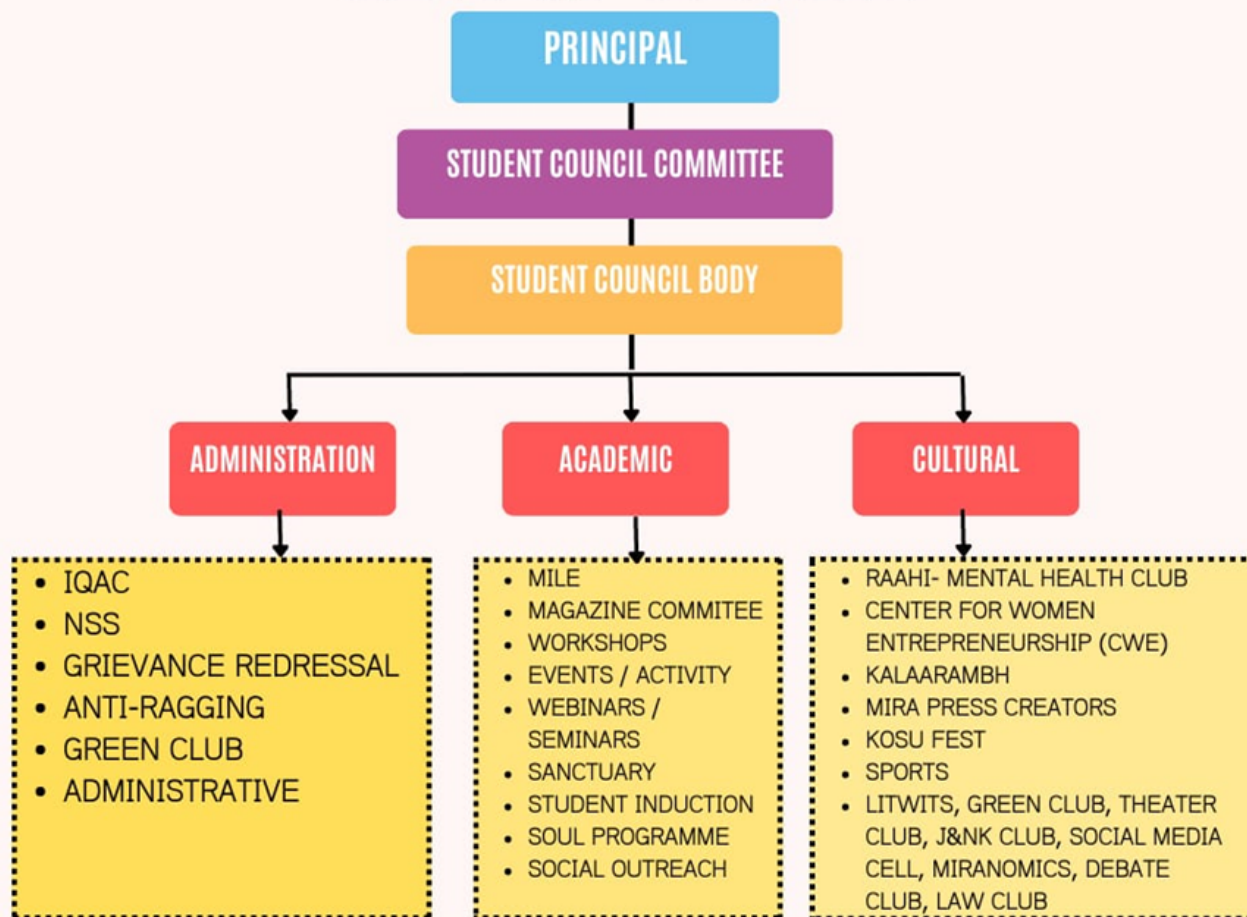
- The college IQAC initiatives
- Organisation of the activities conducted by the **Centre for Women's Entrepreneurship**
- Organisation and participation in webinars, quizzes, competitions and events both at college and inter college level.

The council also contributes to the organisation of:

1. Well-crafted farewell programmes for various faculty members
2. Hosting the Annual Socials and other annual activities like Helper's Day, Ganesh Festival, Janmashtami, Holi, Christmas,
3. Programmes at the Sadhu Vaswani Mission and activities involving social outreach,
4. Organisation of the Student Induction Programme organised annually for the first year students
5. Partnering with the NSS in their activities of social significance such as the cleanliness drives, tree plantations, pandharichi wari, ecofriendly ganesh idol making and visarjan,
6. Celebrations of all patriotic events such as the Independence Day and Republic Day celebrations
7. Conduct of the Sports activities such as the Annual Sports Day, National Sports Day, Zumba Sessions, Yoga, fitness challenges and sports competitions organised throughout the year on campus.
8. Under 'PALS (Peer Assisted Learning Systems)', the SOUL programme of the college also has students contribute as teachers to slow learners in the college and underprivileged students around the city engaging for academic mentoring
9. The annual social outreach programme organised class-wise also sees immense contribution from students.

All in all, students form the backbone of all activities undertaken by the college and it is also through their sincere contributions that the college succeeds at all its endeavours.

STUDENT COUNCIL



File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 6.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
11	6	6	3	7

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The Alumni Association of St. Mira's College was registered in December, 2018. However, the Alumni committee has been in existence since 2012. The Association is comprised of:

1. Chief Patron
2. President
3. Vice-President
4. Secretary
5. Treasurer
6. Members, including office-bearers at the college (both teaching and non-teaching staff)

In addition to the annual alumni meet, the association hosts:

- Guest lectures which offer students insights into current work scenarios and trends in professional spaces
- **Orientation for the First Years at the Student Induction Programme**
 - Students are briefed about the Association, the members, the motto and the objectives
 - They are made aware of the importance of remaining connected to their alma mater and their friends
 - Students are told about the different activities carried out by the Association over the years.

The association has hosted a wide range of activities:

- In 2020-21, the association hosted a webinar titled 'Entrepreneurship for Tomorrow' for the fellow college students
- In addition to talks and lectures organised by various departments which help students engage directly with alumnae who have now joined the workforce
- The alumni association hosts activities of social significance:
 - In March 2019, the association organised a discussion on "Prevention of Sexual Harassment"
 - In the same month, it also hosted the International Women's Day Celebration.
 - In May 2021, the association organised a dance show titled 'Dance for Relief' in collaboration with Artsphere, Pune and the funds generated from the show were used to

help Covid-19 impacted Miraites.

- In October 2020, the Alumni Association undertook a noble initiative under the Social Outreach Programme to donate a handsome amount of Rs. 22,000 to Ms. Ashlesha Onawale, the Director of Deep Griha Society.
 - As a way of accelerating the national drive for vaccination in the Covid -19 pandemic, the Association conducted a Two Days Vaccination Drive in collaboration with the Pune Municipal Corporation on 10th and 11th February 2022.
- The Association often invite our distinguished alumnae as chief guests for various events like Ms. Aparna Prabhudesai who was the first woman to summit Mount Everest from the North Side, was invited as Chief Guest for Annual Sports day as her inspiring story would inspire young students.
 - In addition, the association has also organised sessions on effective practices like Self Defense, Sustainable Fashion, Makeup and Hairstyles as well as Social Outreach.
 - Many members of the association host regular sessions to offer their expertise in their respective fields.
 - To foster informal interactions between students and alumna, in 2020, The Alumni Association organized an outstanding event in Diwali where alumni were asked to share their inspiring stories of kindness and gratitude along with a Diwali selfie in traditional wear on Facebook and Instagram starting from 13th November to 21st December.

Continuous interactions of this kind between current students and alumni are encouraged as they help students gain better career perspectives and develop strong professional networks through the alumni mentors.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: E. <2 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

St. Mira's College is an integral part of the Mira Movement in Education; it was founded in 1962 by the visionary philosopher-saint Sadhu T.L.Vaswani as the first college set up exclusively for women in Pune.

The motto of the college– 'Kindle the Light', indicates our commitment to impart to students the spirit of simplicity and service, purity and prayer.

Vision

To grow into a Centre of Excellence providing quality education and empowering women to take their place in society.

Mission

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.

As an institution, dedicated to inclusive education, the college seeks to strike a balance between academic excellence and social commitment. Taking guidance from a very supportive management the college functions through **participative and decentralized system of governance.**

Effective leadership

The college has an effective leadership crafted in a manner in which all key positions guide and help in achieving the broader institutional vision and mission of empowering women and delivering holistic education.

Functioning of college at all levels from **crafting the IDP and Perspective Plan to devising strategic policies governing the day-to-day administration of academic and co-curricular activities** is anchored in this definitive goal.

- **The Management Board** commits to align education with character building and social service, supports the college in all endeavours and gives valuable inputs in designing strategic plan as per the larger vision and mission of the institution.
- **The College Development Committee** has a balanced representation of all stakeholders like management, teaching and non-teaching faculty, student community, industry and research fraternity. The CDC ensures that
 - the functioning of the college is in proper regulatory framework,
 - the high academic standard is maintained,

- the overall functioning is streamlined to fulfil the institutional aims and objectives.
- In **the Principal** is vested the responsibility of overall management of the institution. The Principal co-ordinates and supervises academic, administrative and extra-curricular activities as per quality parameters.
- The **IQAC** has been instrumental in promoting quality in all aspects of the institution. It plays instrumental role in accommodating changes suggested by NAAC and develop the institutional perspective, design the plan as per larger institutional vision.
- The **Registrar** operates as a chief office superintendent and ensures that the administrative practices are transparent, fair and participative.

The democratic style of functioning creates harmony and a **sense of collective responsibility** in the institution. The IDP aligned with the broader vision and mission of the institution focuses on bringing about effective strategies such as CWE, skill building internships for the holistic development of the student community. Committed efforts of the teaching and non-teaching fraternity guided by effective leadership enable preparedness of the institution for NEP.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

CASE STUDY - INCLUSIVE and PARTICIPATIVE MANAGEMENT

- Inclusive management **protects individual interests and provides free and fair chance to all to voice an opinion while keeping the utmost focus on collective solidarity.**
- **All departments are given functional autonomy and are free to take operational decisions related to their respective disciplinary gamut.**
- All activities are conducted through **various committees, teaching and non-teaching faculty, and student co-ordinators.**

College Committees and Cells

- Committees and cells cater to diverse goals of academic development, social outreach, green initiative and sustainability according to strategic plan of the institution.
- Formation of committees is based on the **principle of transparency and individual interests and aptitudes** are given utmost priority.
- This leads to
 - Clear **delegation of power and authority** which in turn helps in effective decision-making and implementation.

- **Grooming leadership skills** at all levels.
- Efficient addressal of diverse needs of administration and management.

All departments and committees meet regularly to plan and co-ordinate activities in unison.

Few specimen decisions taken by college committees reflecting the effective participative decision-making and a clear link to the strategic goals are given here.

Name of Committee	Strategic goal	Decisions taken	
IQAC Criterion 3 Extension sub-committee	Strengthening community outreach programs	In 2019-20, Extension sub-committee which looks after outreach initiatives decided to collaborate with Global O Youth Initiative, hosted by Pune City Connect. GOYI term collective (government, industry, academia, NGO) initiative to cultivate sustainable livelihoods for vulnerable people in slum neighborhoods in Pune. This partnership offers our students opportunity to work with a multi stakeholder	
IQAC Criterion 4	Infrastructure upgradation	In 2018-19, the committee recommended installation of cooling system in A.V. Room, Exam Cell and IT room. The same was implemented	
IQAC Criterion 5	Student Development	With a view to deal with the gap in sports related data in getting certificates, the committee proposed in 2017-18 college authorized achievement certificates	
IQAC Criterion 6 Sub-Committee	Effective academic administration	In 2017-18, the committee initiated installation of LMS-M	
Alumni Committee	Improve communication with key stakeholders	In 2018-19, the Alumni Committee unanimously decided efforts to form a separate Alumni Association. The Association formed with a view to encourage more student interaction and support.	
Magazine Committee	Student development	In 2017-18, the Magazine committee took a decision to ensure a large scale participation of the student committee in the magazine	
Placement Committee	Student Development	In 2019-20, as student support mechanism, conducted sessions and aptitude tests for students to help them in the process	
CWE Committee	Skill enhancement and Entrepreneurial development	In 2020-21, the CWE took a decision to set up IIC on campus to conduct various innovation and entrepreneurship-related activities as prescribed by Central MIC in time bound fashion.	
Green Club	Green initiatives and sustainability	2020-21, Green Club initiated Green Ganapati – installing eco-friendly idol	

Mental Wellbeing Committee	Overall well-being of students	In 2020-21, the Mental Wellbeing Committee decided to set up an independent Mental Wellbeing Centre
File Description	Document	
Any additional information	View Document	
Link for strategic plan and deployment documents on the website	View Document	
Link for additional information	View Document	

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The ten thrust areas of the Strategic plan are Student Development, Faculty development, Enhancing research culture, Initiating and strengthening community outreach, improving industry academic interface, effective institutional governance, infrastructural development, green initiatives and sustainability, improving communication with stakeholders, Institutional brand Image.

Activity implemented based on Strategic Plan - Increment in Skill Based Courses

- One of the measures we have deployed to attain the **goal of Student Development** is **introduction and upscaling of additional credit courses, certificate and diploma courses**.
- A twofold strategy is implemented to seek this objective.
 - To incorporate **skill-based components in the curriculum**
 - To introduce more **specific skill building courses**.
 - The college has implemented the strategy of strengthening **linkages with collaborative agencies** to develop employment generating courses.
- The college offered a **wider bouquet of Credit courses** (1 or 2 credits), **Certificate and Diploma courses** with focus on skill-based learning. The courses are both knowledge-based and skill-based and add value to the students' academic portfolio.
- The courses offered are **multidisciplinary and open to all students across all streams**. Following the guidelines of the National Education Policy of 2020, the courses focus on developing skills related to **employability, entrepreneurial development and generic skills**.

1. Incremental increase in Credit courses offered – Diverse Spectrum of Add on Courses

- **18** Inter disciplinary short term extra credit courses were conducted in the year 2017-18.
 - These include courses enhancing digital and employable skills such as Python Programming, Digital Marketing, Tally 9, Quantitative Techniques, Global Business Services (Accounts & Finance), Early Childhood Care in Education, Listening Skills ,Courses imparting soft skills , Basic Spanish, Spanish Level 2, Dance, Spoken English, Physical Fitness, Image Consulting, and Basics of Cartooning.
- **28** courses were run in 2018-19 ,with a view to broaden the spectrum of choices. These include Disability -Awareness & Inclusion, Software Testing, , Salsa Styling, Kathak Dance, Script Writing, Content Writing Tourism Management, Insurance Practices, Accounting for All, Retail Analysis, Editing, and Adventurous Sports.
- In the year 2019-20,**31 courses** including Civil Commando, Theatre, Mastering at Hands (Embroidery), Reiki, Basic German, Social Well-being and Quantitative Aptitude were offered to the students

2.Certificate and Diploma Courses

- In 2018-19, the college started the **Post Graduate Diploma in Clinical Music Therapy.**
- **PG Diploma course in Dance Movement Therapy** was launched in 2018-19 ,academic collaboration with the Arts Co Lab and Artsphere.
- **PG diploma in Mindfullnes based listening -2020**
- **Certificate Course in Organizational Development and Change Management- 2020**
- **Certificate Course in Gender and Culture -2020**
- **Certificate Course in School Counselling - 2019**

3. Collaborative Learning -

- **With LaGuardia Community College, City University of New York**
- Programme titled COIL: Collaborative Online International Learning.
- The college offered 7 collaborative courses in 2020-21 , 6 courses in 21-22 under **MILE: Mira International Learning Exchange: A Centre for Virtual Collaboration.**
- These courses are 2 credit courses that appear on the marksheet.
- Students availed the opportunity of being a part of **global learning marked by diverse and multicultural context.**
- This learning through virtual exchange has enabled students to use **online tools, participate in cross-border communication and knowledge exchange and develop an inter-cultural perspective.**

Link to the Deployment Chart of Strategic Plan

https://www.naac.stmirascollegepune.edu.in/pdf/strategic/Strategic_Plan_Deployment_Document.pdf



File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:**Organogram of the college and its functioning -**

The college has an effective internal organizational structure that has evolved over 60 years.

- The college functions under the aegis of a very supportive **Board of Management**.
 - The Statutory Committees constituted by the **College Development Committee, the Governing Body, the Academics Council and the Finance Committee** ensure the smooth functioning of the college.
 - The **Governing Body**, with a balanced representation of all segments like Management, UGC, University, Government, and educational expertise. The Principal is an ex-officio member, while there are 2 Teacher Representatives and 1 Non-teaching staff representative.
 - The **College Development Committee** prepares the overall development plan of the college as per the broader vision and mission of the institution. It also prepares the execution guidelines.
 - The **Academic Council** constituted as per the guidelines of UGC is responsible for design and monitoring the programmes of study, academic regulations, curriculum, syllabi and evaluation policies.
 - The **Finance Committee** meets regularly and decides the budgets for the different heads of income and expenditure.
-
- The **Principal**, as the Head of the institution is the chief executive and administrator of the college who coordinates all the activities of the college.
 - She is supported by the **Vice- principal, and the IQAC**.
 - The IQAC plays a crucial role in implementing quality assuring mechanisms at all levels. As a monitoring practice, it conducts internal audit at regular intervals. The Assistant co-ordinators organize and direct criteria-wise sub-committees which ensure conduct of day-to day activities as per overall parameters.
 - Through a close connect of the faculty with the **internal and external Board of Studies**, the organization ensures high academic standards through updated curriculum design and transaction. Skill based learning is facilitated through skill enhancement courses and concrete inputs by Cells like CWE and MILE. The two sections of Library and Sports cater to the overall personality development goal.
 - A well evolved **examination department** ensures fair and transparent conduct of all Examination related work.
 - The college office comprising of the **Registrar and office staff** coordinate the administrative activities in consultation with the Principal and Vice-Principal.
 - The organization places immense focus on student well-being and has evolved various student support platforms such as the Mental Well Being Program, and Student Aid Program.
 - The **Student Council** acts as a connecting link between the faculty and larger student community. Student Council guarantees fair representation of student interests.
 - Whereas the curricular aspects are handled by the departments, co-curricular and extension activities are facilitated by various college committees and clubs.

The college has a fair and **transparent Grievance Redressal System** for prompt redressal of grievances of students, and teaching, non-teaching faculty.

Specialized Cells are constituted and functioning- **RTI Committee, Anti Ragging Committee, Internal Complaints Committee, Committee for Prevention of Caste based discrimination and Ethics and Disciplinary Committee.**

A special cell was formed to address grievances in the context of COVID-19.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

At St.Mira's College for Girls, the management as well as the Head of the Institute strives to provide all possible support and encouragement to the Teaching & Non -Teaching staff. The welfare measures helps

in creating a positive work environment among the teaching and non-teaching faculty and creates a sense of belongingness. This is in the form of different welfare measures and opportunities for career development/ progression.

The following welfare measures have been provided :

- **Mental Well Being-** Appointment of full time & part time Counsellor and Counselling for teaching and non teaching staff
- **Admission to Wards of Staff** and 100 percent scholarship offered.
- **Free Homeopathy** Consultation and Medicines
- **Distribution of Provisions** to Support Staff,
- **Jobs on compassionate grounds** are given to family members of the non-teaching staff.
- During the assessment period, **a total of 22 Staff members were recognized for completing 25 years** of service and duty felicitated for completing PhD/MPhil.
- Maternity Paid Leave for faculty of Unaided streams.
- A **Staff Welfare Fund** has been initiated to provide loans to staff members in times of need.
- **Gymnasium and facilities for sports and games** have been created for the physical and emotional well-being of faculty and staff.
- **Individual faculty and staff cabins** are provided with separate desktops and Wi-Fi connectivity.

The institute has also initiated the following Special Welfare initiatives during the Pandemic

- To deal with covid related issues-**Free RTPCR covid testing facility** for Staff ,Provision of Homeopathic COVID prevention medicine to the staff
- **Facility for vaccination for staff members and their family was initiated.** Several members of the teaching & non-teaching faculty and their families benefitted out of it.

The following opportunities/avenues for career development /progression for the Teaching & Non-teaching staff were initiated during the period 2017-2022.

- For **Career Development of the Teaching Staff :**
 - **Duty leave** facilities for attending: **Refresher course , Orientation course**
 - Duty leave for Attending Conferences and workshops at National and International levels ,FDPs
 - Duty leave for Research project Data Collection and Participation in Regional Meet.
- To promote research culture among the faculty of the college, faculties are encouraged to apply for research projects at the State, National and International level.
- The institution provides **financial support for faculty and staff training, skill upgradation, attending conferences, workshops, FDPs.**
- The institution provides **increment on the successful completion of Ph.D** and **an award of 1,00,000** for approved unaided faculty.
- **Annual increment for faculty and staff based on career advancement scheme.**
- With regard to Career progression, In addition to the prescribed progression as per the Government

guidelines, teaching faculty are also given :

- Opportunities for the various administrative positions within the institute, based on their performance and commitment to the ideals and values of the institute

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 9.08

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	8	9	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 3.8

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	3	4	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 34.25

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
21	20	29	8	5

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- The Institution conducts internal financial checks and external financial audits annually. All financial matters of the college are audited on a regular basis.
- On behalf of the principal, the head accountant maintains the accounts of the government funds. Statutory audit also includes the audit of non government funds including management funds, fees from self financing courses, salary of management staff etc.
- The college has been functioning in an efficient manner, conducting regular internal audits to maintain a healthy financial system in the College. The internal committee conducts regular audits and helps to maintain healthy financial system in the college.
- All transactions are tallied by the cashier of the college and verified on a daily basis by the

Registrar and the Director of Mira Education movement. Monthly statements are tallied accordingly.

- The institution also has a strong financial advisory support from the management for planning, utilization of funds, maintenance of accounts & audit.
- The external audit is done by AMB & Co Chartered Accountants as the External Auditor since 2012-2013 and is renewed annually with a Management Representative letter. They conduct the audit in accordance, with auditing standards in India. These Standards require that proper planning and performance of the audit to obtain reasonable assurance about the financial statements submitted. The external auditor checks the maintenance of proper Books of Accounts by the College, the Balance Sheet and Income and Expenditure Account. At the end of every financial year, annual financial statements are prepared and presented for audit. The external auditor reviews the financial statements, documents, vouchers and bills. They check statutory payments –TDS, Professional Tax, PF, ESI remittance etc. The external auditor also verifies the Fee Receipts, disbursement of Scholarships received from Government and other agencies. The auditors verify all financial transactions and submit a detailed report of observations.
- The Significant Accounting Policies followed are as follows:
 - 1. SYSTEM OF ACCOUNTING -The Books of accounts are maintained on cash system of accounting. However in certain cases accounting is done on accrual basis for the fair presentation of accounts.
 - 2. ACCOUNTING CONVENTION The financial statements are prepared on historical cost convention.
 - 3. FIXED ASSETS Fixed Assets are stated at written down value after depreciation for the year.
 - 4. DEPRECIATION - Depreciation is provided on opening written down value at fixed rates.
 - 5. ACQUISITION OF ASSETS OUT OF FUNDS: Various assets are purchased from respective funds/fees and grants.
- In addition, Specific Grants like Autonomy Grant are audited by competent authorities like UGC. Salary and Non-Salary Grants are audited by the Joint Director; observations are shared and necessary actions are taken by college administration accordingly.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Strategies Employed for Resource Mobilization:

- In line with the Resource Mobilization Policy, the institution ensures **accountability and transparency in mobilization and utilization of resources**.
- It has a mechanism to ensure **adequate budgetary allocations for academic and administrative activities** to ensure student centric ecosystem and other developmental purposes.
- The College has a well-defined organization set up.
 - The Principal prepares an Annual Budget in consultation with the Finance Committee and the Purchase Committee.
 - The major heads of allocation in the budget includes both infrastructural development and routine academic and administrative activities.
 - Since the institution is a centrally managed trust, the budget is presented before the management for scrutiny and approval by the Governing Council. Utilization of budgeted amounts is monitored closely.
 - Special permission is required for non-budgeted expenditure. This is documented in the minutes of the meeting. Internal and statutory auditors guide on financial decisions from time-to-time
- The Principal and the Finance Committee explore the various avenues of resource mobilization available for higher education institutions.
- The procedure for mobilizing the resources is done as per the guidelines of the various funding agencies.
- The funds received from the various agencies are transferred to the concerned stakeholders through the college bank account.
- The sanctioned funds are utilized properly to fulfil their stated purpose and duly Audited & Reports are submitted timely to the funding bodies.

Resource Mobilization and Utilization:

- The Finance and Purchase Committee meet regularly to ensure systematic resource mobilization

and its optimum utilization.

- During the assessment period (2017-2022), the college has explored all feasible sources for mobilization of funding. The sources include:

A: Funds from UGC : Autonomy and XII Plan Grants: Rs.88,19,476 obtained for College and Student Development, purchase of Equipments, Books and Journals.

B: Funds from UGC: Faculty Improvement: Rs. 24,18,507 obtained for salary for substitute faculty.

C : Funds from Pune University(SPPU): Total funds obtained Rs.14,03,385 under different grants like Earn While Learn scheme, funds for conferences, NSS, Nirbhay Kanya Abhiyan, Soft skills and Students welfare etc.)

D: Funds received from Sadhu Vaswani Mission, Non Govt. Bodies, Individuals and Philanthropists: Rs.38,43,711 for Prizes, Scholarships etc.

E: Funds from State Government: 28,63,04,274 for Salary Grant and CHB Grant

- The primary source of funds is the Tuition fees paid by the students of different streams as per the fee structure.
- During the pandemic; the student welfare committee initiated a well formulated '**Student aid Program**' to provide financial assistance to deserving students..
- The institution **maintains a corpus fund and allocates a certain percentage of the corpus fund for meeting developmental purposes.**

The funds have been optimally utilized for the purpose(s) identified during annual meetings of the Management and Financial Sections of the College. These meetings have prioritized expenditure required to augment academic support, enlisted below:

- 1.Salary
- 2.Non Salary Expenditure: Advertisement, Electricity, Equipments, Books
- 3.Miscellaneous: Transfer Certificate, Extra curricular, Social Service etc.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives

(second and subsequent cycles)

Response:

Practice I – Quality Assurance and Enhancement through Strengthening the Feedback Mechanism

- **The objective**

Feedback mechanism was initiated to achieve incremental improvements in quality in collecting and analyzing constructive feedback from all stakeholders. We consider feedback analysis is the most significant component of academic review process.

- **The process**

- The institute has been collecting feedback from the different stakeholders on an annual basis since 2014. Since 2018, as an **IQAC initiative the feedback mechanism was streamlined and expanded for qualitative and quantitative inputs**.
- The feedback is now **expanded to include diverse stakeholders** - students, teachers, parents, employers and alumni. A comprehensive questionnaire identifying various parameters was developed by the feedback committee.
- Mechanism **expanded to include feedback on curriculum, institution, teachers, evaluation, mentoring, campus life, value based education, library, overall functioning of the college.**
- The feedback collection process and the parameters is **reviewed by the IQAC** and changes made according to requirements.
- The feedback **collected is analyzed and shared with the Principal, Heads of the Department and respective faculty.** Meetings and discussions are held department wise and detailed Action Taken Report is prepared.
- The Action taken report is placed in the governing body meeting and in the board meeting of the management.
- **Impact of this initiative** - The detailed Action taken reports prepared on the basis of the feedback analysis resulted in inputs for curriculum change, for conceptualising new credit courses and addressing improvements in administrative functioning.

Practice 2 : Quality assurance and enhancement through Strengthening Community Outreach

- **The objective :**

Strengthening the community outreach program has been identified by the IQAC as one of the

pillars in the Strategic Plan during the assessment period. The Social Outreach Committee was formed to align to the vision of the college and NEP 2020 that is based on the principle that education must develop not only cognitive capacities but also social, ethical, and emotional capacities and dispositions. This ideal is in conformance with the vision of our founding fathers and is instilled in all staff and students

- **The process**

- Increased number of Awareness programmes focussing on socio economic realities within our neighbourhood and communities are carried out across departments .
- Students are encouraged to actively participate in the social outreach programs of the college.
- The Social outreach committee actively develops and sustains association with NGOs and institutions committed to bring positive social change. These are organizations working in the areas such as human rights, women's empowerment, child rights and education, water conservation and animal rights.

The impact :

- The number of students participating in social outreach activities has increased from **402** (2017-18) to **2384** (2021-22)
- The number of extension and outreach programs conducted by the institution have increased from **8** (2017-18) to **31** (2021-22)
- MOU's signed with 5 organisations to develop opportunities of working in the NGO sector
- **Atal Achievement Award, 2022 was bestowed upon St Mira's College for Girls "Recognizing Excellence in the field of Empowerment of Women through Value-Based Education" .**

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

To preserve academic standards , the IQAC reviews its teaching learning process and learning outcomes at periodic intervals . The review mechanisms include student feedback, teaching plans of faculty, the PO/CO mapping and attainment report of the course ,annual self appraisal .

Incremental improvements have been made on various aspects like **digitalization of resources, value based education ,infrastructure facilities for the preceding five years with regard to post**

accreditation quality initiatives.

Out of the various incremental improvement practices we are showcasing here **2 practices**:

1 Audit as a review mechanism - Peer Review Audit, Autonomy Review Committee (ARC) & Academic and Administrative Audit (AAA)

To bring new academic reforms and keep track of the progress, and support reforms the implementation of academic and administrative audit has become an important aspect of the college .

- **Peer review Audit**
 - To review the teaching learning process the IQAC continued with the Peer review audit in the year 2017-2018 for the TY syllabus.
 - The curriculum was reviewed on three parameters viz. Employability, Rigour and contemporariness by Industry experts. The suggestions of the audit were implemented wherever feasible .
- **Autonomy Review Committee (ARC)**
 - The Autonomy Review Committee visited the college in July 2019 and conducted a detail audit of all teaching learning process, structure & methodologies of operations. The suggestions given have been implemented well.
- **Academic and Administrative Audit (AAA)**
 - In the last 5 years AAA was conducted twice, in the year 2018-19 and 2021-2022.
 - **2018-19**, AAA was done by an external committee. The suggestions given by the committee has been effectively implemented and necessary improvements made wherever required.
 - **2021-2022** AAA has been a very fruitful exercise with a two level audit by both internal and external members .The external audit process with interactions with the members of the faculty gave a lot of clarity and focus in bringing about changes required to be implemented in the teaching, learning process and outcomes.

2 . Learning Management System as a review process

- As an e Learning platform, **LMS - Moodle** was initiated in the year 2018-2019. with a 9 courses .
- The IQAC reviewed and monitored the number of enrolled students , courses enrolled for and the usage by the students in 2019.
- This review mechanism was done through the admin portal of the LMS and collecting feedback from students.
- As a response to the review , IQAC decided to increase the number of courses available on the LMS.
- In the year 2019-2020 424 courses were further added .
- In 2020-2021 online teaching due to the pandemic showed a phenomenal increase in courses enlisted on Moodle teaching, Learning & Evaluation, for which the college was already prepared for through the LMS.(196 new courses)
- The IQAC continuously reviews the LMS and a review report is sent to the principal for further action.
- Currently , the college has over 500 + self paced courses and MOOCs on the College LMS platform.
- A dedicated LMS- Studium for PG teaching was launched in 21-22.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
- 2.Collaborative quality initiatives with other institution(s)
- 3.Participation in NIRF
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

St. Mira's College focusses on the "Promotion of Gender Equity" as a human right in collaboration with Women's Studies Centre, SPPU.

Gender sensitisation activities and programmes organised by various departments are enumerated below

- Gender and Culture are interdependent factors and included in curriculum of FY, SY & TY BA classes, creating awareness about gender perspectives, rights, challenges and solutions.
- A guest lecture was organised on the subject "Disposal of Sanitary Pads and its alternatives". The speakers discussed Sanitary pads and their effects on our health and body, and how it is harmful for the environment as well.
- Guest lecture on 'Women's Movements in the Post- 1990's on the online platform. The aim was to understand the changing character of women's movement in the post 1990's liberalization period.
- On the occasion of International Women's Day, online session on "Gender Violence and the Judiciary System in India". A panel discussion was held online and discussed the role of media on gender construction & further marginalization of women during and the post pandemic phase.
- A Workshop was conducted to highlight the menace of Eve-Teasing through films, followed by a brainstorming session to find possible solutions. Safety at public spaces is very important for women especially with a condition of safety, equal access to public spaces and equal rights as citizens.
- In collaboration with AIDWA, TY sociology students conducted a survey on "The Impact of Television Serials on Working Class Women".
- A session was dedicated to understanding LGBT community, their preferences and a support Pride March. This session attempted to remove any preconceived prejudice against the LGBT community.
- Tathapi Trust - a story telling session which described the complex relationships of love, relationships and sexuality.
- The Department of Business Studies in collaboration with Internal Complaints Committee conducted a discourse on 'Prevention of Sexual Harassment' for undergraduate students.
- A Guest lecture was organised to discuss 'Gender as a social Construct'. Students were exposed to discussions on taboo subjects like body shaming, menstruation, unsafe sex etc.

Other measures

- The Department of Sociology initiated the launch of an informal platform called "SAMVAAD" to create a healthy space for members to come forth and speak and share any bad experiences, both with respect to themselves & others. This open forum encourages students to speak freely about their issues.

- A three months course 'Certificate Course in Gender and Culture' from July to September 2017. This course emphasized on Gender Perspectives, Studying Cultural Practices, Gender, culture and politics.
- National webinar on 'Gender Implications of New Education Policy 2020 in India', emphasizing the need for an all-inclusive education.
- Self-defense training empower women students
- The institution ensures campus safety and security through the following measures: The Committee for Prevention of Sexual Harassment and Anti-Ragging Committee ensure a secure environment, The Equal Opportunity Cell assures equity and inclusion, Campus security is provided by a full-time security team employed by the institution, Entry of individuals and vehicles is strictly monitored, the entire campus is under CCTV surveillance.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management

- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

SOLID WASTE MANAGEMENT

- For the collection and disposal of Solid waste, separate bins segregate dry and wet waste in the cafeteria, verandas, parks and open areas. Classrooms and academic spaces have waste bins.
- All dry waste is taken by the support staff to larger bins donated to the college by Adar Poonawalla Foundation. Thereafter, the garbage is collected by the PMC for safe disposal.
- Paper and scrap waste is sold for recycling to a scrap dealer at frequent intervals.
- The college organizes awareness program on RED DOT Campaign by SWaCH Pune to raise awareness among students and staff about proper disposal of sanitary waste.
- The college promotes digital platform to reduce the usage of paper for communication and sharing documents.
- The College periodically conducts all the required measures and awareness programs for the students about the hazards of plastic and alternative ways through which usage of plastic can be minimized.
- The Garden Waste Management Project harvested several kilograms of manure for 2017-18 and 2019-20, which was sold in the Annual Mira Bazaar.

LIQUID WASTE MANAGEMENT

- The liquid waste generated in the campus is piped out through municipal pipelines for safe disposal.

E-WASTE MANAGEMENT (NON-DEGRADABLE WASTE)

- The e-waste includes out of order equipment or obsolete items like lab instruments, circuits and accessories, printers, charging and network cables, Wi-fi devices, cartridges, sound systems, display units, UPS etc.
- A suitable budget is allocated to upgrade the system. AMC is maintained periodically to review the effective functioning of CPU's and Monitors.
- All such equipment's which cannot be reused or recycled is disposed through authorized vendors. Instead of a new procurement Buy-back option is preferred for technology up gradation.
- E-waste collection facility is available.
- E-waste is disposed in collaboration with Adar Poonawala Clean City Initiative.

Hazardous chemicals waste management

- Effective mechanisms are instituted to prevent ignitability, reactivity and toxicity of hazardous chemicals. No experimental or research work involving radioactive material is carried out in the

institution.

- Laboratory Glassware Disposal- This applies to laboratory glassware, including Intact or broken laboratory containers such as flasks, beakers, bottles, pipette, conical flasks, Small glass containers, test tubes
- Packaging Instructions for Non-Contaminated Laboratory Glassware
 - The non-contaminated glassware is placed in sturdy cardboard box lined with a plastic bag.
 - The box is securely sealed with tape.
 - It is labelled “CLEAN Lab Glass - Trash”.
 - The trash is placed in the box or put in dumpster.
- Laboratory Chemical Disposal
 - The college uses micro scale techniques to reduce the usage of chemicals in the laboratories.
 - Laboratories display protocols for safe handling and disposal of hazardous waste
 - Concerned staff and students are trained to handle hazardous chemical waste.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic

5. landscaping with trees and plants**Response:** A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit**
- 2.Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions / awards**
- 5.Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The very ethos of St. Mira's College rests on the cornerstone of inclusivity, tolerance and harmony. This is validated through our College activities which strive to showcase how a beautiful confluence of cultural, regional, linguistic, communal, socio-economic and other diversities can be attained.

Cultural	Communal	Linguistics	Other Diversities	Regional
1.Sindhiyat 2.Annual Social 3.Holi, Garba, Ganesh Festival 4.E-Merge 5.Kosifest 6.Rap Competition	1.Lokashi Ustav 2.Republic Day 3.Celebrations	1.Marathi Day 2.Declamation 3.Competition Hindi 4.Divas Theater Club	1.International Yoga Day 2.Teachers day. 3.Helpers Day. 4.Mira Bazaar 5.Mira's Got Talent 6.TedX	1.Janmashtami 2. GuruNanak jayanti 3.Ganesh Ustav 4. Marathi Bhasha Pandharwada 5. Pandrachi Wari

1.APPRECIATION AND PROMOTION OF DIVERSE CULTURE

- 1.Sindhiyat, a cultural programme was organized to celebrate the rich culture and heritage of the language.
- 2.The Annual Social, organised by the Cultural Club-Kalarambh displayed a colourful extravaganza of music, dance and drama. The Cultural Committee organised a Musical Festival to strengthen the power of music.
- 3.Holi, Garba, Janmashtami and Ganesh festival were organized online to continue celebrations even amidst Covid-19.

- 4.As a tribute to the great leader, Shivaji Maharaj, an online programme was hosted to commemorate his birth anniversary.
- 5.To overcome the stressful days of Covid-19, the Miraites organised colourful programmes titled Amor and E-Merge where students displayed their plethora of talent.
- 6.Inter and Intra Collegiate Events, Rap Competition and Kosufest were hosted to let students unleash their potential and touch the hearts of audience.

COMMUNAL HARMONY

- The College celebrates the Republic Day through Flag Hoisting, observing Lokshahi Utsav and organizing different competitions comprising patriotic singing, poster making and poetry writing

REGIONAL INCLUSIVITY

- Every year the college celebrates different festivals including Janmashtami, Guru Nanak Jayanti, Christmas, Ganesh Utsav and Onam to hold the festive spirit high.
- Marathi Bhasha Pandharwada and Pandrachi Vari are the highlight of the Marathi Department celebrating the rich culture of Maharashtra.

SOCIO-ECONOMIC INCLUSIVITY

Conscious effort is made to promote socio-economic inclusivity. The core value of dignity directs all the members of the institution to respect the uniqueness and greatness of every person.St Mira's has students from varying socioeconomic strata, including First generation learners .The admission policy reiterates the need to create an inclusive student community. Effort is taken through admission process to have diversity in student intake. The student aid program cater to the needs of the socially and economically disadvantaged groups.

????

PROMOTION OF LANGUAGES

- The students get ample opportunities to express their presentation skill through Hindi, Marathi and English Declamation.
- The college celebrates Hindi Diwas along with Hindi Saptah through Poster Making, Guest Lectures and others. Similarly, Marathi Day and Marathi Bhasha Samvardhan Pandharwada are also celebrated to uphold the Marathi Language.
- The Theatre Club named The Mira Manch Queen conducted a play titled, 'Who Killed Julius U Celestino?' to exhibit their dramatic skill.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

St. Mira's College has always fostered a spirit of patriotic fervour strengthened with human values and Constitutional Obligations. The students are sensitized about their responsibilities and values of being a good law abiding citizen. The college takes immense pleasure and pride in empowering each girl child to be the strength of tomorrow.

1. Academic Programmes and Courses Promoting Constitutional Obligations:

- The College Conducts Compulsory Credit Courses for students which would enhance their understanding of constitutional values, ethics and make them aware of their rights and duties.
 - Introduction to Human Rights and Duties- for all Post-Graduate students.
 - Introduction to Constitution- for all Post-Graduate students.
 - Democracy, Election and Governance - for all First year students.

2. Activities organised to promote sensitisation on Constitutional Obligations:

The institution sensitizes the students and the employees to the constitutional obligations through various extra-curricular activities.

- Every year the college celebrates Independence Day and Republic Day. The Cultural Club arranged patriotic songs by students followed by unsung tribal heroes of the national freedom movement.
- The college organized activities like “21 Days Surya Namaskar Challenge”, Guest Lecture on “India’s Freedom Struggle”, visit to “Aga Khan Palace”, “Essay Competition” as a part of “Azadi ka Amrut Mahotsav”
- The session organized on Soil Conservation and Water Conservation gave an insight into the importance and process of Soil and Water conservation.
- NSS department conducted various activities as a part of “Maajhi Vasundhara 2021” like HaritShapat Pledge, Kitchen Garden from Waste, Segregation of Household waste, Lecture on Rain Water Harvesting, Best Out of Wastes.
- The students visited the Dr. Babasaheb Ambedkar Museum to pay homage to the great leader for sculpting our Constitution.

3. Activities Reflecting Human Values, Duties and Responsibilities of Citizens:

The institution sensitizes individuals about the values, rights and duties, constantly works upon to nurture them as better citizens of the country.

- The college organizes a quiz on the life and teaching of lord Shri Krishna during Janmashtami.
- Hiroshima Day and Nagasaki Day are observed to spread awareness of the adverse effects of the atom bomb.
- The College launched Covid Resource Student Association (CRSA) to help people with their needs.
- The College observes the Awareness week to host Road Safety Measures, Blood Donation Camp,

Organ Donation Awareness Campaign.

4. Celebration of “*Samvidhan Diwas*, Human Rights Day, National Unity Day, Electoral Day,” Constitutional Day and Independence Day”:

- Human Rights Day is observed to sensitize students on human rights violation.
- To create awareness and promote citizenship ideals among students, the college conducts various activities on the occasion of Democracy Day.
- College celebrates National Education Day to spread the awareness of education.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

India, the most culturally diverse nations in the world, an amalgam of distinct religions celebrates festivals throughout the year. The College in sync with secular principles is involved in celebrating diverse cultural and religious fests and days of national and international significance.

- Healthy Mind in a Healthy Body is the essence of education and this goal is furthered by the College by celebrating the **International Yoga Day, Fit India Movement and Zumba.**
- In keeping with the ideals of Swami Vivekananda, the College celebrates the **Youth Day.**
- **Hiroshima Day, Nagasaki Day, International Peace Day, birth anniversary of Mahatma Gandhi** highlighting the significance of peace through the lives of great peace heroes.
- **Sadhu T.L. Vaswani and Dada J.P. Vaswani** aspired to inculcate in students the virtues of forgiveness towards our fellow beings and practice non-violence with reference to animals for a sustainable living. To commemorate their birth anniversaries the College observed the **Moment of Calm and Meatless Day.**
- In order to make the students aware of the Indian Constitution, the College celebrates the **Constitution Day** by witnessing a live telecast of the Parliament and speeches on the importance of Samvidhaan, contribution of Dr. Babasaheb Ambedkar and Fundamental Duties enshrined in the Constitution.
- The College celebrates **Ashadhi Ekadashi and Guru Nanak's birth anniversary** by highlighting the significance of the teachings of saints.
- The significance of patriotism is highlighted by celebrating the **Independence Day, Republic day, Martyrs Day and Azadi ka Amrit Mahotsav** through song and speech competitions. **Shiv Swarajya Din** brings to the fore the qualities of Shivaji Maharaj.
- **Celebrations of festivals inculcates in students the ideals of unity in diversity.** To further this aim the College celebrates Raksha Bandhan, Onam, Sankranti, Halloween and Christmas. Janmashtami is celebrated through dance and vocal performances and a quiz on the Life and Teachings of Lord Krishna.
- An eco-friendly **Ganesh festival** is organized focusing on Ganesh idol-making, decorations and visarjan practices.
- The relevance of Guru and teacher is highlighted by celebrating the **Guru Purnima and Teachers Day** by felicitating teachers and through vocal and dance performances by students.
- Upholding human rights should be inculcated among students. With this objective the College celebrates the **International Day of Persons with Disabilities emphasizing the importance of bringing them into the mainstream. International Aids Day, Electoral Day and Democracy Day** brings to light the significance of spreading awareness about Aids and Voting.
- Significance of languages is highlighted by celebrating the **Marathi Bhasha Sanvardhan Pandharwade, Marathi and Hindi Diwas** through varied activities like Workshops and one act play on the life of Savitribai Phule.
- **The Reading Inspiration Day** is celebrated through book displays to foster the habit of reading among students.
- The rich cultural heritage of India is demonstrated through the **'Ek Bharat Shreshtha Bharat – Dekho Apna Desh'** and the **World Heritage Week.**

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

BEST PRACTICE 1

1. Title of the Practice

RAAHI - The Mental Well-being Program

2. Objectives of the Practice-

Develop a **multi-level integrated framework for Mental health Promotion, Prevention, and Intervention.**

- **Increased awareness** about mental health needs and concerns.
- Normalize conversations about mental health to **reduce stigma about mental health needs and care.**
- Increase **access to ethical and affordable mental health care.**
- **Identify students displaying early signs and symptoms** of a mental health concern and provide early intervention.
- Integrate mental health work into the **academic calendar** and strengthen college action toward the mental well-being of students.
- Engage key stakeholders like **college administration, academic staff, and students** through mental well-being services.

3. The Context

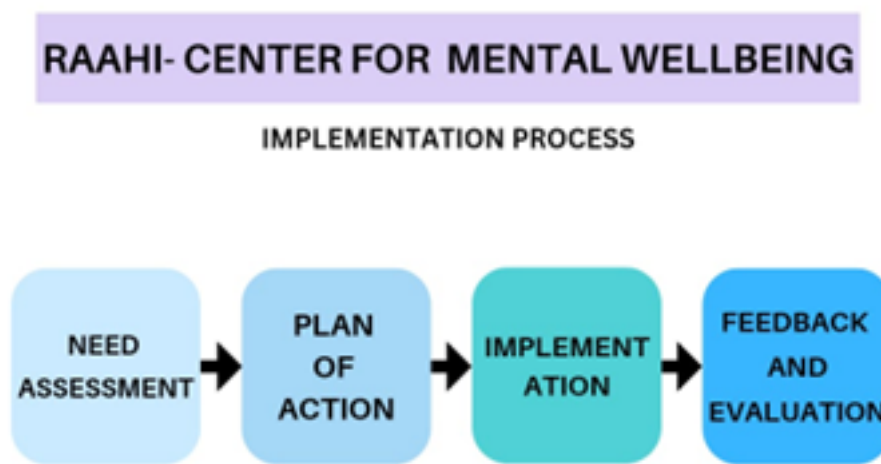
- **A survey by the college** was conducted to explore existing beliefs, help seeking behaviours and concerns faced by students which informed the structure of the program.
- 1236 Students participated in the online survey. **70.1% of students reported stress, 43.8 % anger issues and 39.2 % anxiety. 96 students shared that they have experienced suicidal thoughts at some point.** Loneliness, witnessing violence, social media addiction, and poor body image were other major concerns reported.
- 62.7 % shared that they would like to access mental health support on the college campus through a professional through workshops (45%), group therapy (24.4%) and individual counselling sessions

(52.1%).

- **The mental well being Program was conceptualised from the above needs based assessment.** This program is guided by ethical principles of confidentiality and a sense of safety which also promotes help-seeking. **We offer high-quality care through a full-time Psychologist with two other consulting clinical psychologists.**

4. The Practice

Implementation Process



Step 1: Assessment of Students' Mental health needs using value-based and evidence-based frameworks.

Step 2: A detailed **annual plan of action** informing activities, objectives, and methodology is prepared based on the feedback and learning from earlier activities.

Step 3: Implementation of the services. The program has been implemented keeping the intention of community-based intervention at the centre of it. The approach that was used allowed for the inverted pyramid model to be used for offering mental health services across the spectrum of awareness, prevention, and intervention.

Step 4: Continuous feedback, monitoring, and evaluation of the services offered throughout the year using google forms. The students are provided with opportunities to offer their feedback, and their ideas for further improvement to establish and maintain higher levels of quality.

Structure of the Program:

There are **three major arms** to our mental well-being program: **Promotion, Prevention, and Intervention.**

- **Promotion:** All college platforms like the **daily sanctuary, notice boards, classroom discussions**, etc., are used to promote the need for and importance of mental well-being. Some examples of mental health promotion are interventions like **awareness sessions and workshops on various concerns like stress, relationships, dealing with anxiety**, etc. designed to increase the sense of belonging and connectedness within the college. We introduce programs that support and strengthen coping strategies, that promote awareness and acceptance of cultural diversity.
- **Prevention** refers to interventions that occur before the initial onset of a disorder to prevent the development of the disorder. **Group therapy sessions, Support group sessions, and Awareness sessions** aim at identifying risk factors for students' mental health and enhancing protective factors like peer support, a sense of trust, and resilience.
- **The intervention** comprises interventions that are appropriate for and specifically target students displaying the early signs and symptoms of mental health problems. **Individual counselling sessions are offered by a team of Psychologists on campus.**

Highlights:

- 1.This program identifies students as active participants rather than passive recipients of these services.
- 2.The program is informed by **Social-justice and rights-based approach to mental health.**

Challenges:

- 1.One of the major challenges was to contextualize the program which identifies students with both psychological and socio-cultural factors.
- 2.The program was adaptive enough to integrate continuous feedback and upcoming needs of the students. For example, the outbreak of Covid-19 led to a sudden shift in the mode of our services. The shift during the COVID era was focused on bringing support that would help the community to cope with the specific and acute challenges that the pandemic created.

Limitation:

- 1.The program is not equipped to take care of crisis calls and clinical/medical emergencies so adequate referrals were made whenever needed to nearby government hospitals or national helplines.

5. Evidence of Success

This program has important policy implications indicating that integrative frameworks can lead to prevention and intervention with minimal resources.

1.Increased number of students accessing mental health services :

In 2019-20, 40 classroom sessions were conducted which benefitted **1701 students. 699** students attended an online awareness session during 2020-21. **551** students joined classroom sessions in 2021-22.

In 2019-20, **138 students reached out for counselling sessions and 347 sessions** were offered to these students. In 2020-21, **43 students reached out for personal counselling sessions and 176 online sessions** were offered to them. In 2021-22, **269 personal counselling sessions were offered to 71 students.**

2. Surviving Covid-19 outbreak:

Program offered a safe, familiar space to students to reach out for their mental health needs during the lockdown. Various services and activities were conducted over zoom platform.

- **Mental Health Awareness Webinar Series**

A webinar series was organized to address student's mental health concerns during lockdown. **333 students signed up for these sessions.**

- **Counselling Sessions during Covid-19**

Twenty-four students reached out for personal counselling sessions during the first month of complete lockdown and forty online sessions were offered by college counsellor.

- **Online support group sessions:**

Around **503 students** accessed online support group sessions during the outbreak of Covid-19 to support their specific needs.

6. Problems Encountered and Resources Required

Problems encountered -

- Stigma around mental health is very high and this program required a consistent and a patient approach to make all the stake holders open to help seeking .

Resources required:

- Increase in funding to sustain the Mental well being program and to employ trained professionals .

Resources provided by St Mira's college :

- Approval of management to integrate mental well-being services in the college academic plan.
- One full-time college counsellor to conceptualize, implement and monitor the services that are being offered by the mental well-being department.
- Two part-time consultants to offer counselling sessions visiting the campus and are available for student support on the dedicated days.
- Needs assessment tools to identify students at higher risk due to gender, caste, and other psychosocial disabilities.
- Continuous planning and monitoring and evaluation framework to inform the program.

- Online mediums to conduct virtual sessions and programs.
- Culturally appropriate mental well-being educational resources, activities, and tools.
- Brochures and posters to inform students about various activities.

7. Notes - Practices to be adopted by other institutes

This program uses a **continuum approach to mental health** and identifies students as active participants with an intention to bring awareness and sustainable and feasible solutions for student well-being in higher educational settings.

The following are some important measures for adopting this program:

1. Integrate Promotion, Prevention, and Intervention to offer holistic student mental healthcare services.

Imbibing the holistic approach to mental health by ensuring that prevention is given importance at a primary and secondary level ensures that as a program we envision a healthy and wholesome present and future for our students.

2. Understand the cultural context and background of your students and staff members. Our students and staff members bring into our community a variety of ideas/beliefs and values based on their cultural backgrounds and respecting the same, we ensure that sensitivity and regard for the same are present in our communication and connection.

3. Dedicate a full-time position for mental well-being professionals for students. Accessibility of mental health care is the central goal that the program strives towards and having an on-campus professional ensures that the students have access to it.

4. See students as active members of the program by making student bodies part of the planning, implementation, and evaluation of mental healthcare work. Students are invited to participate in the planning of group-based activities and their inputs are incorporated to a fair extent as well. They also actively support various programs by actively participating and ensuring that they absorb and enquire into the knowledge that is presented to them.

5. Abide by ethical principles of mental healthcare work.

Ethical standards of counselling ensure that the care that is being offered is beneficial to their well-being and provides them with the necessary tools to cope with difficulties.

6. Inform and encourage staff members to speak about the importance of mental health in their classrooms through teaching

7. Orient staff members on the various activities of the mental healthcare program.

8. Develop a mental healthcare policy.

Link to Best Practice 1:- https://naac.stmirascollegepune.edu.in/pdf/criterion7/PR_CONTENT.pdf

Best Practice 2:

1. Title: **Centre for Women's Entrepreneurship (CWE);**

2. **Objectives** –Sowing the seed of entrepreneurship by setting up of Entrepreneurship Development Cell in the year 1993 that is now growing into a robust initiative which was formally inaugurated in August 2017

- **Motto:**

Educate Empower Elevate

- **Vision Statement**

CWE aims to create an environment that promotes and stimulates the spirit of entrepreneurship among the students of the College.

- **Mission Statement**

CWE seeks to achieve the spirit of entrepreneurship through educational programs, events, activities and research.

- **Aim:**

To infuse Entrepreneurial thought and action through Guest lectures, Visits, Mira Bazaar, Workshops, Team Building Activities, Creativity Exercises, Ideation/Business plan competitions etc

3. The Context:

- The Mission Statement of the college is “To empower and equip women students through an integrated education of the Head, Hand and Heart, to successfully meet the challenges of competitive work”.
- In line with our mission statement, **CWE encourages students across all streams viz Commerce, Management, Humanities and Science, to nurture an entrepreneurial mindset, and explore career opportunities in Entrepreneurship & self-employment.**
- By bridging the gap of theory and practical, we aim to **create entrepreneurial awareness through curricular and co-curricular activities.**
- Through its various initiatives it creates a **vibrant platform for students to showcase their entrepreneurial skills and talents.**
- It **assists students inclined towards entrepreneurship** in reinforcing their entrepreneurial motives, and attaining competencies and skills which is essential for performing an entrepreneurial role successfully.
- The main motive of CWE is to **strengthen & increase the number of student entrepreneurs on campus.** In addition, we also **nurture an intrapreneurial mindset** among the students of the college.

4. The Practice: Since 2017, CWE has taken baby steps and been successful in creating an entrepreneurial awareness among the students of the college. Many students have been guided/mentored to convert their business ideas into small businesses.

An Institution Innovation Council (IIC) was established under the umbrella of CWE in October 2020, with an establishment certificate from Ministry of Education (MoE), Government of India.

The primary mandate of MIC is to encourage, inspire and nurture young students to work with new ideas and transform them into businesses while they are in their formative years.

- **The CWE-IIC organises various activities and initiatives as laid down by the MIC** like innovation and entrepreneurship-related activities prescribed by Central MIC in time bound fashion, identify and reward innovations and share success stories, organize periodic workshops/seminars/ interactions with entrepreneurs, investors, professionals and create a mentor pool for student entrepreneurs, network with peers and national entrepreneurship development organizations, organize idea competition, mini-challenges etc. with the involvement of industries.
- **CWE has been awarded a certificate in 2018 by SPPU-CIIL for establishing an Innovation & Start-up Cell on campus.** Centre for Innovation, Incubation & Linkages at SPPU is set up to promote innovative start-ups through the University ecosystem.
- **CWE and Centre for Social Entrepreneurship, TISS (Mumbai) have signed an MoU in August 2019** valid for three years. Both TISS & CWE are working towards supporting start-ups social ventures/enterprises and hence agree to collaborate in a mutually satisfactory manner in order to support the creation of a vibrant ecosystem to foster entrepreneurship in the social enterprise space.
- **CWE set up a Rural Entrepreneurship Development Cell (REDC) in the college in 2020.** The Purpose of REDC is to explore and promote Rural Entrepreneurship culture among the students within the campus and build a strong Rural Entrepreneurial Ecosystem.
- **Hosting TEDx, gives hands-on experience to the student's** right from deciding the theme, license, sponsorships, speakers on board and hosting the event successfully. We use various college events for branding of CWE.
- **Trained faculty Innovation Ambassadors** hand hold and support student entrepreneurs in complying with legal formalities like registration, TM & Logo registration, social media marketing, networking and collaborations.
- **Mentoring support is provided for Business plan preparation, Business modelling, branding and funding assistance is also available.** Regular discussions and brainstorming sessions on Ideation, I2O mapping and feasibility analysis in consultation with domain specific experts.

5. Evidence of Success:

CWE has shown incremental improvements in fostering an entrepreneurial ecosystem and nurturing an entrepreneurial mindset among the students.

- We are privileged to announce that we functioned as a **facilitation centre to create awareness and disseminate information about the National Entrepreneurship Awards (NEAS) 2017** under

the Ministry of Skill Development and Entrepreneurship (MoSDE).

- **The Establishment of the IIC, Start-up Club and IPR cell and the virtual platform has created a plethora of opportunities for the members of CWE.** Our students were able to attend /participate in a host of events and activities at the National and International level.
- Our students have participated in **National level quiz competitions, PPT competitions and have brought laurels to the institute and for themselves.**
- **A Online catalogue of 25 student entrepreneurs was created in 2021 and the 1st edition of coffee table book ‘Zenith-a student entrepreneurial journey’ was launched in March 2022**
- In 2021 The Institution Innovation Council (MOE, Govt. of India) received the **annual performance star ranking of 3.5. This year 2680 colleges from across India participated in the Annual Performance Ranking. As a non-technical college with a star ranking of 3.5, we have been recognized as a college with great potential for promoting Innovation, Entrepreneurship & IPR.**
- All this has been achieved as a **self-funded initiative.**

6. Resources Required:

- To encourage students with interesting business ideas to transform them into venture creation.
- Keep the students motivated to continue in their business despite the challenges of entrepreneurship.
- To arrange for domain specific sessions that will encourage students to explore entrepreneurial opportunities in social and technology related sectors.
- Impact assessment and incremental growth projections to be done on an annual basis.
- Exploring support from Alumni Network in collaborative initiatives like raising funds, mentoring and organising National level competitions.
- Management approval and support for networking and collaborative initiatives with other IIC HEIs.
- To introduce the basics of Entrepreneurship and self-employment as a part of the curriculum across all streams.
- Using Social-Media Platforms for a wider reach to keep the inhouse and external stake-holders informed about the various initiatives.
- Two dedicated faculty and one intern to conceptualise, implement and monitor the various initiatives of MoE, GoI like NISP & ARIIA Ranking.

7. Notes: Practices to be adopted as Best Practices in other Institutes

- Mentor institute to conduct an orientation cum vision building/mentoring sessions for all the key functionaries of IIC members of mentee institutions.
- Mentor institute to take part in the quarterly progress meeting of mentee IIC institutions and provide guidance on planning, action plan preparation and improvisation of I&E activities to be conducted in the mentee institutions
- Motivate and guide other institution to set up IIC as per the guidelines of MOE.
- Motivate and guide other institutions to set up REDC to promote Rural Entrepreneurship under MGNREC
- CWE membership open to women entrepreneurs and create a platform for women entrepreneurs and provide them with domain specific resources.
- Incubate and guide other colleges with facilities of a start-ups.
- Collaboration with International Universities/entrepreneur enablers.

TESTIMONIALS

Ummesalama Karu

T.Y.BA 2021

Being a part of the IIC was an enlightening experience indeed! I do not come from a Commerce or Management background, which is why the sessions and activities were even more beneficial to me, I got to learn about the practical aspects of these fields which truly made my approach towards various things interdisciplinary.

Mohsina Shaikh

T.Y.BCOM 2021

Being a part of IIC, has been so beneficial and got so much to learn. As a Business entrepreneurship student it has also helped me a lot to understand and learn new concepts. It has been an great learning with IIC. I am glad that I am a part of IIC. Looking forward to more from IIC in the next academic year as well.

Moksha Shah

T.Y.BBA 2021

I am part of IIC since 2 years now and it has been a great journey it has been very helpful in every aspect may it be personal development, increasing your business or any other related fields . IIC has been a backbone in my journey of becoming a freelance photographer.

Zainab Z. Kapadia

T.Y.BBA 2021

I joined CWE in my first year and enjoyed the sessions and so is with the IIC events. The events arranged were very informative and definitely a valuable experience. I appreciate the efforts St. Mira's College takes to prepare their students for every situation. I am grateful to have received the opportunity to be a part of both the clubs.

Zoha Sabooni

T.Y.BBA 2021

My experience being a part of IIC has been more than I could have ever asked for. It has not only helped me grow as a person but has also given me a new spectrum of how things actually work in the real business world. The activities conducted by IIC have helped me sharpen my skills and develop my overall personality.

Link to Best Practice 2:-https://naac.stmiracollegepune.edu.in/pdf/criterion1/SMC_BestPractices_2.pdf

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Institutional distinctiveness - Women Empowerment through Value Based education

St. Mira's College for Girls, Pune is a part of the Mira Movement in Education, founded in 1932 by the visionary philosopher-saint, Sadhu T.L. Vaswani and guided by our spiritual mentor, Dada J.P. Vaswani. Our founding father believed in woman power and the woman spirit, long before feminism was thought of. He chose to christen his educational endeavour after the icon of spiritualism and exemplary womanhood- Saint Mira. Sadhu Vaswani visualized and aspired that **every girl student studying in a Mira Institution, should imbibe qualities of a noble character- courage, purity, service and simplicity.** He believed that “ The purpose of true education is the cultivation of the soul “

Our institutional distinctiveness is encapsulated in our value systems. Our founders visualised an education for Girls which was not merely academic or abstract, but which would prepare the students for real life. **Mira education teaches students that life is larger than livelihood.** In this, we are **aligned with the NEP 2020 that is based on the principle that education must develop not only cognitive capacities but also social, ethical, and emotional capacities and dispositions**

Keeping this end in mind, the College aims at the empowerment of women- intellectual, emotional and spiritual. The focal point of our existence is '**Reverence for all Life**'. This is the College USP and our driving force from which all our actions emanate. This ideal is in conformance with the vision of our founding fathers and is instilled in all staff and students .

Over the last five years the college has strengthened its established best practices in value based education and has introduced certain new practices to further the spread and the depth of value based education into curriculum and outreach.

Our salient features :

- **Daily Sanctuary** - a period where both staff and students assemble for introspection , to develop a connect with one's inner self and with the Almighty . The sanctuary is a space for :
 - inculcating the Mira ideals of Simplicity (saadagee), Service (Seva), Purity (pavitrata) and Prayer (Praarthana)-- as symbolised by our Patron Saint Mira;
 - instilling moral values of truthfulness, courage , non-violence , kindness , forgiveness , gratitude - essential requisites for character-building -the true end of Education embedded in Indian Ideals
 - conducting talks on value-based education, on secularism, universal brotherhood ,global

peace , organizing sessions on meditation , entrenching the practice of silence by faculty and guest speakers

- **Institutionalising value-based education** in 2021-22 , as a compulsory 2 credit non-CGPA (cumulative grade point average) course in the curriculum, conducted across streams and consisting of recorded lectures and study material .
- **Incremental growth in Social outreach**
 - The number of students participating in social outreach activities has increased from **402** (2017-18) to **2384** (2021-22)
 - The number of extension and outreach programs conducted by the institution have increased from **8** (2017-18) to **31** (2021-22)
 - The college has developed and **sustained association with NGOs and institutions** committed to bring positive social change - CRSA- Covid Resources Students' Association, Global Opportunity Youth Network, Internship With Borderless World Foundation to name a few .
 - **MOU's signed with 5 organisations to develop opportunities of working in the NGO sector and sensitizing students** with a focus on basic human and Constitutional values (such as *seva, ahimsa, swachchhata, satya, nishkam karma, shanti*, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all, courtesy, patience, patriotism, democratic outlook, integrity, responsibility, justice.
 - **Students visited local orphanages, blind schools, primary schools, hospitals ,organisations working for the disadvantaged** and collected funds to serve the needy - encouraging the act of 'Giving' by teachers and students through the conduct of class level social service programs throughout the year.
 - **fostering the spirit of resource sharing, team-building and collaboration through the and National Service Scheme (NSS)** activities (including the annual Winter Camp), conducting awareness drives for mitigation and adaptive climate action by Green Club; rallies by NSS (National Service Scheme or *Rashtriya Seva Yojana*) volunteers to promote water conservation; treks by Green Club volunteers for cleaning the natural surroundings and promoting no-plastic use.
- **Participated in outreach activities organised by our parent institution- Sadhu Vaswani Mission.**
 - promoting vegetarianism through active pledge collection for abstinence from food of violence, participation in Peace March, collecting Forgiveness Pledges and observing Thanksgiving Week;
 - sensitising stakeholders to the needs of animals through active participation in animal rescue drives; caring for animals who may be hungry or infirm (on and off-campus),
 - safeguarding the interests of persons with disabilities and minorities who are our primary stakeholders (students and staff);
 - participating in signature campaigns on public platforms to garner support for women's issues
- **Institutionalizing access to Student Aid** and providing access to Library Book Bank facilities for 'need-cum-merit' students. **A student aid program was instituted from the year 2020-21** .Two major fundraisers were organised to generate scholarships for the needy students .
- **Offering education as a 'Service to Society'** without any capitation fees being charged for admission to any of our Programmes. Thus, no student is deprived of educational access for want of

money.

- **Atal Achievement Award, 2022 was bestowed upon St Mira's College for Girls "Recognizing Excellence in the field of Empowerment of Women through Value-Based Education" .**

Thus, the College seeks to accomplish the ideal of woman empowerment by laying the foundation of a system of education which promotes the triple training of the Head ,the Hand and the Heart for Woman Empowerment .Our employers and alumni bear testimony to the Importance of this kind of education in character building .

Our end outcome is self-confident, yet humble young women who are capable of independent decision-making, who have the freedom to exercise choice and who are equipped to serve their College, their Neighbourhood, their Nation, Civil Society and the entire World as self-reliant Women of Substance. We are committed to tread the path of woman empowerment, keeping our academic journey righteous and exciting; rewarding and enriching for our woman stakeholders.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

A brief overview of some of the other post-accreditation initiatives undertaken:

- **Introduction of nonconventional and high end short term courses:**

Value Added Courses

To complement and enhance our syllabus which already has Skill Enhancement Courses we introduced a number of value added courses which are available to students from all streams and vary from Commando Training to Cartooning, Dance, Image Management, Digital Marketing, Early Childhood Care and Education etc

In addition we conduct the following:

Diplomas

1. Post Graduate Diploma Course in Dance Movement Therapy: in collaboration with ArtSphere and TATC (The Arts Therapists CoLab) introduced a post graduate diploma course in Dance Movement Therapy.

2. Post Graduate Diploma in Mindfulness Based Counseling – Listening with Embodied Presence- in collaboration with Just Being Centre and the course helped students with listening space, inward, experiential understanding of the listening process and self-care and an ability to listen in an intuitive way is highlighted along with the other skills of counselling that help the practitioner to respond in an attuned way.

3. Postgraduate Diploma in Clinical Music Therapy- in collaboration with The Music Therapy Trust (TMTT), Delhi for a 1 year full time and 2 years part time course. The course helped the students to conceptualize and integrate theory and practice in psychology and music.

Certificate Courses

The college runs up to 9 certificate courses. All of these courses are in collaboration with the industry to enhance employability.

- **Improved Results and pass percentage:**

Counselling students and one on one remedial lectures has resulted in an improved pass percentage of over 90% which in turn improved admissions.

-

Mira International Learning Exchange: A Centre for Virtual Collaboration arose out of a programme titled COIL: Collaborative Online International Learning which “allows faculty partners in different parts of the world to develop a shared curricular project and engage their students using online tools (synchronous and asynchronous).”

Some of the colleges we collaborate with are La Guardia Community College and Burroughs Community College, New York; University of Liberal Arts Bangladesh and Peter the Great St. Petersburg Polytechnic University, Russia .

Concluding Remarks :

St Mira's College for Girls provides a safe and inclusive space for young women irrespective of their financial or religious background. The college invocation recited every morning during the Sanctuary period begins with the phrase "In all religions the light is thine..." This is testimony not only to the emphasis on inclusiveness but also an investment in the moral and spiritual quotient of our young students. These young firebrands will not only take their place as productive citizens of our country but also will be mothers who will nurture the next generation.

The college functions on the principle that believes every student has wings, we are just there to let each one know it and fly. This is relevant with respect to faculty as well and hence each staff member participates in the management of the college in some way or the other.

It is not our strengths that have made us proud, not our weaknesses that have kept us low, not the challenges that have discouraged us but the possibilities of improvement and the firm belief in the words of our mentor and guide Dada J.P.Vaswani that has propelled our quest for excellence:

"Education is the key to the empowerment of women today. It gives them self- worth, self -respect, the power of choice, decision making abilities and the power to change themselves and the society."

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 16 Answer after DVV Verification: 16</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 15</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>386</td><td>352</td><td>341</td><td>327</td><td>305</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>386</td><td>353</td><td>341</td><td>326</td><td>305</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	386	352	341	327	305	2021-22	2020-21	2019-20	2018-19	2017-18	386	353	341	326	305
2021-22	2020-21	2019-20	2018-19	2017-18																	
386	352	341	327	305																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
386	353	341	326	305																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 478 Answer after DVV Verification: 478</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 1960 Answer after DVV Verification: 1960</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 15 Answer after DVV Verification: 15</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p>																				

1.3.2.1. How many new value-added courses are added within the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	8	12	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	10	8	12	6

1.3.3

Average Percentage of students enrolled in the courses under 1.3.2 above.**1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3945	897	1222	470	654

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1994	897	1222	470	654

1.3.4

Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**1.3.4.1. Number of students undertaking field projects / internships / student projects**

Answer before DVV Verification : 444

Answer after DVV Verification: 302

1.4.1

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from**1) Students, 2) Teachers, 3) Employers,****4) Alumni**

Answer before DVV Verification : A. All 4 of the above

Answer After DVV Verification: A. All 4 of the above

1.4.2

The feedback system of the Institution comprises of the following :

Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and report made available on website

2.1.1	<div>Average Enrolment percentage (Average of last five years)</div> <div>2.1.1.1. Number of students admitted year-wise during last five years</div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2343</td><td>2249</td><td>2314</td><td>2110</td><td>2106</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>943</td><td>795</td><td>923</td><td>883</td><td>948</td></tr></table> <div>2.1.1.2. Number of sanctioned seats year wise during last five years</div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3011</td><td>3000</td><td>3000</td><td>2910</td><td>2820</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1301</td><td>1290</td><td>1290</td><td>1230</td><td>1140</td></tr></table> <div>Remark : As per supporting documents values have been updated excluding second year and Ph. D students</div>	2021-22	2020-21	2019-20	2018-19	2017-18	2343	2249	2314	2110	2106	2021-22	2020-21	2019-20	2018-19	2017-18	943	795	923	883	948	2021-22	2020-21	2019-20	2018-19	2017-18	3011	3000	3000	2910	2820	2021-22	2020-21	2019-20	2018-19	2017-18	1301	1290	1290	1230	1140
2021-22	2020-21	2019-20	2018-19	2017-18																																					
2343	2249	2314	2110	2106																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
943	795	923	883	948																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
3011	3000	3000	2910	2820																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
1301	1290	1290	1230	1140																																					
2.1.2	<div>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</div> <div>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</div> <div>Answer before DVV Verification:</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>237</td><td>221</td><td>250</td><td>218</td><td>237</td></tr></table> <div>Answer After DVV Verification :</div> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>240</td><td>213</td><td>241</td><td>223</td><td>242</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	237	221	250	218	237	2021-22	2020-21	2019-20	2018-19	2017-18	240	213	241	223	242																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
237	221	250	218	237																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
240	213	241	223	242																																					
2.3.3	<div>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</div> <div>2.3.3.1. Number of mentors ?????????????? ???????</div>																																								

	Answer before DVV Verification : 47 Answer after DVV Verification: 46																				
2.4.2	Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count) 2.4.2.1. Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>15</td><td>15</td><td>14</td><td>13</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>15</td><td>15</td><td>14</td><td>13</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	15	15	15	14	13	2021-22	2020-21	2019-20	2018-19	2017-18	15	15	15	14	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	15	15	14	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	15	15	14	13																	
2.4.3	Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years) 2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 642 Answer after DVV Verification: 626																				
3.2.1	Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs) 3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>0.5</td><td>0</td><td>0.92</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>0.5</td><td>0</td><td>0.92</td><td>2</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	4	0.5	0	0.92	2	2021-22	2020-21	2019-20	2018-19	2017-18	4	0.5	0	0.92	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	0.5	0	0.92	2																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	0.5	0	0.92	2																	
3.2.2	Percentage of teachers having research projects during the last five years 3.2.2.1. Number of teachers having research projects during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>1</td><td>0</td><td>0</td><td>1</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	1	1	0	0	1										
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	1	0	0	1																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	1

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

3.2.4.1. Number of departments having Research projects funded by government and non-government agencies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	1

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	15	7	8	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	15	7	8	9

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following:

1. Inclusion of research ethics in the research methodology course work

2. Presence of Ethics committee

3. Plagiarism check through software**4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

3.4.2.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 25

Answer after DVV Verification: 25

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 8

Answer after DVV Verification: 8

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	5	20	6	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	18	0	0

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.078	0.012	0.20	0.14	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.078	0.012	0.20	0.14	0

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years**3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	7	22	17	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	7	22	17	8

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2384	398	776	655	402

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2384	398	776	655	402

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86	96	41	36	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
86	96	41	36	7

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

	<p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 41 Answer after DVV Verification: 41</p>																				
4.1.4	<p>Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4.79450</td><td>2.67163</td><td>5.59812</td><td>26.07351</td><td>38.50484</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4.7</td><td>2.6</td><td>5.5</td><td>26</td><td>38</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	4.79450	2.67163	5.59812	26.07351	38.50484	2021-22	2020-21	2019-20	2018-19	2017-18	4.7	2.6	5.5	26	38
2021-22	2020-21	2019-20	2018-19	2017-18																	
4.79450	2.67163	5.59812	26.07351	38.50484																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4.7	2.6	5.5	26	38																	
4.2.3	<p>Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs) Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5.75105</td><td>4.87645</td><td>2.71759</td><td>10.94545</td><td>6.55034</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5.7</td><td>4.8</td><td>2.7</td><td>10.9</td><td>6.5</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	5.75105	4.87645	2.71759	10.94545	6.55034	2021-22	2020-21	2019-20	2018-19	2017-18	5.7	4.8	2.7	10.9	6.5
2021-22	2020-21	2019-20	2018-19	2017-18																	
5.75105	4.87645	2.71759	10.94545	6.55034																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
5.7	4.8	2.7	10.9	6.5																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 221 Answer after DVV Verification: 221</p>																				
4.4.1	<p>Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years</p> <p>4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
7.76197	8.51790	9.11223	7.59550	8.79044

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7.7	8.5	9.1	7.5	8.7

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
103	109	98	71	82

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
103	109	98	71	82

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2048	1628	1580	1194	747

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2048	1628	1580	1194	747

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**

3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	16	31	8	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	16	31	8	1

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	21	30	28	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	6	6	3	7

Remark : Considering only sports and cultural events, the values have been updated

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	3	4	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	3	4	1

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	20	29	8	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	20	29	8	5

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling

	<p>5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	Number of students year-wise during last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2343</td><td>2249</td><td>2314</td><td>2110</td><td>2106</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2337</td><td>2249</td><td>2314</td><td>2110</td><td>2106</td></tr></table>					2021-22	2020-21	2019-20	2018-19	2017-18	2343	2249	2314	2110	2106	2021-22	2020-21	2019-20	2018-19	2017-18	2337	2249	2314	2110	2106
2021-22	2020-21	2019-20	2018-19	2017-18																					
2343	2249	2314	2110	2106																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
2337	2249	2314	2110	2106																					
1.2	Number of outgoing / final year students year-wise during last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>707</td><td>722</td><td>680</td><td>502</td><td>519</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>707</td><td>722</td><td>680</td><td>502</td><td>519</td></tr></table>					2021-22	2020-21	2019-20	2018-19	2017-18	707	722	680	502	519	2021-22	2020-21	2019-20	2018-19	2017-18	707	722	680	502	519
2021-22	2020-21	2019-20	2018-19	2017-18																					
707	722	680	502	519																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
707	722	680	502	519																					
1.3	Number of students appeared in the examination conducted by the Institution, year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2265</td><td>2216</td><td>2217</td><td>2030</td><td>1986</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2265</td><td>2216</td><td>2217</td><td>2030</td><td>1986</td></tr></table>					2021-22	2020-21	2019-20	2018-19	2017-18	2265	2216	2217	2030	1986	2021-22	2020-21	2019-20	2018-19	2017-18	2265	2216	2217	2030	1986
2021-22	2020-21	2019-20	2018-19	2017-18																					
2265	2216	2217	2030	1986																					
2021-22	2020-21	2019-20	2018-19	2017-18																					
2265	2216	2217	2030	1986																					
1.4	Number of revaluation applications year-wise during last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>					2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	1	1	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																					
0	0	0	1	1																					
2021-22	2020-21	2019-20	2018-19	2017-18																					

0	0	0	1	1
---	---	---	---	---

2.2 Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	49	50	49	51

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	49	48	50

3.1 Number of eligible applications received for admissions to all the programs year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3092	3667	2419	2223	2293

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3216	3523	3041	2796	2860

3.2 Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
205	205	205	166	1210

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
246	240	240	195	1410

3.3 Total number of classrooms and seminar halls

Answer before DVV Verification : 41

Answer after DVV Verification : 41

3.4 Total number of computers in the campus for academic purpose

Answer before DVV Verification : 181

Answer after DVV Verification : 181

3.5 Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47.64749	124.50807	44.71259	37.33924	40.56061

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47.64	124.50	44.71	37.33	40.56