YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution   St. Mira's College for Girls,Pune

- Name of the Head of the institution   Dr Jaya Rajagopalan

- Designation   Principal Incharge

- Does the institution function from its own campus?   Yes

- Phone No. of the Principal   02026124846

- Alternate phone No.   02026124846

- Mobile No. (Principal)   9049003771

- Registered e-mail ID (Principal)   principalincharge@stmirascollegepune.edu.in

- Address   6, Koregaon Road

- City/Town   Pune

- State/UT   Maharashtra

- Pin Code   411001

2.Institutional status

- Autonomous Status (Provide the date of conferment of Autonomy)   07/05/2007

- Type of Institution   Women

- Location   Urban

- Financial Status   **Grants-in aid**

- Name of the IQAC Co-ordinator/Director   **Dr. Manisha Pimpalkhare**

- Phone No.   **02026124846**

- Mobile No: **9890625358**

- IQAC e-mail ID   **iqac@stmirascollegepune.edu.in**

3.Website address (Web link of the AQAR (Previous Academic Year)   **https://www.stmirascollegepune.edu.in/images/pdf/AQAR_2022-23.pdf**

4.Was the Academic Calendar prepared for that year?   **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: **https://www.stmirascollegepune.edu.in/academic_calendar.php**

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**3**	**2002**	**01/10/2002**	**30/09/2007**
Cycle 2	**A**	**3.03**	**2012**	**21/04/2012**	**20/04/2017**
Cycle 3	**A**	**3.41**	**2017**	**02/05/2017**	**01/05/2022**
Cycle 4	**A**	**3.19**	**2023**	**01/05/2023**	**30/04/2028**

6.Date of Establishment of IQAC   **15/07/2003**

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
St. Mira's College for Girls, Pune	CPE Phase I	UGC	14/10/2004	6000000
St. Mira's College for Girls, Pune	CPE Phase II	UGC	11/01/2011	7500000
St. Mira's College for Girls, Pune	CPE Phase I	UGC	08/10/2015	7600000
St. Mira's College for Girls, Pune	Empowered Autonomous College Status	SPPU	30/06/2023	0

8.Provide details regarding the composition of the IQAC:

- Upload the latest notification regarding the composition of the IQAC by the HEI   View File

9.No. of IQAC meetings held during the year   4

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?   **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report   No File Uploaded

10.Did IQAC receive funding from any funding agency to support its activities during the year?   No

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. The college was recognized with the "Empowered Autonomous College

Status" by Savitribai Phule Pune University

2. Self reliance of women through the CWE Centre for Women Entrepreneurship

3. Value based education leading to a robust social outreach policy in keeping with our founders vision

4. Well being of Staff and Students including an effective Student Aid Programme.

5. Globalization through International Collaborative Learning , Inculcating Leadership skills in students through student clubs and student council

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
Preparedness for submission of AQAR 2023-24	Successfully Achieved
Monitoring of Appraisal	Processes were further Systematize for sustenance and enhancement of Quality processes
Action plan for preparedness for NEP	Succesfully implemented NEP
Strengthening the process for institutional documentation	Paperless Documentation, Single point collection and management of dada for DVV etc.
Faculty Development Workshops for Key areas in various criteria	Workshop on ERP training,CO-PO mapping,Paper setting, FDP -On the Job Training
ERP for UG & PG	Administration, Exmination,Lecture capturing,CO-PO Mapping succesfully implemented
Identify 2 best practices and institutionalize it in the coming 5 years	ERP & Student aid
Improvement of Infrastructure	Increase in the number of smart classrooms & Improvement in Upgrading Wi-Fi bandwidth
Increase Alumni Participation	Alumni involvement in National Conference & Student aid
Working towards sustainability and the environment	Active involvement students in Green Club
Globalization through International Collaborative Learning	MILE:Mira International Learning Exchange - A Centre for Virtual Collaboration conducted 3 COIL courses with University of Florida & The Borough of Manhattan Community College , New York

13.Was the AQAR placed before the statutory body?   Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	27/12/2024

14.Was the institutional data submitted to AISHE ?   **Yes**

- Year

Part A

Data of the Institution

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• Designation	Principal Incharge
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13.Was the AQAR placed before the	Yes

statutory body?

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	27/12/2024

14.Was the institutional data submitted to AISHE ? | **Yes**

- Year

Year	Date of Submission
2023-24	24/02/2024

15.Multidisciplinary / interdisciplinary

·   St. Mira's College was the first Arts and Commerce college in Maharashtra to gain academic autonomy in 2007. ·   In 2015-16, we adopted the CBCS system, offering students flexibility to choose from a range of courses. ·   First-year UG students (NEP level 4.5) can select multidisciplinary courses across all streams as Elective ,Minor, AEC,VSC,VEC etc. ·   Our curriculum offers multidisciplinary and interdisciplinary options, focusing on employability and capacity building (https://naac.stmirascollegepune.edu.in/criterion-1.php). · Programs and courses that emphasize capacity building, employability, and cross-disciplinary skills include: Other Elective Courses: Financial Education, Personal Finance, Makers of Modern Asia, Water Politics, Foundation of Statistics, Women and Law, Cyber Law, Basics of Entrepreneurship, Fundamentals of Computer System, Pune through the lens of Culture and Heritage etc. Minor Courses in: Psychology, Economics, English, Sociology, Politics, History and Education Compulsory Self Paced Credit Courses for PG students BA English: English for Eloquence, English for Empowerment, Living Literature, Against Discrimination, Dealing with Strife. BA Psychology: Introduction to Psychopathology, Psychological Disorders and Treatment, Industrial/Organizational Psychology. 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. BA Economics:

Microeconomics and Macroeconomics, Public Finance, Banking.Indian Economy, Development Economics, Demography BCom: Innovation & Entrepreneurship, Digital Marketing & Content Writing, Research Methodology for Business, Sustainability for Business, Decision Making for Business, Marathi and Hindi. BSc: Mathematics, Discrete Mathematics, Graph Theory, Numerical Analysis, Operations Research. BBA: Database Administration and Data Mining, Global Competencies and Personality Development, Management of Innovations and Sustainability. BBA (CA): Financial Accounting, Digital Marketing. Value Added Courses: PG Diploma Course in Clinical Music Therapy PG Diploma in Mindfulness-Based Counseling PG Diploma in Dance Movement Therapy German Language Course Spanish Language Course Spoken English Course Patent Drafting for Beginners Personality Development and Soft Skills · MILE (Mira International Learning Exchange): A Centre for Virtual Collaboration that offers students a global learning experience through interdisciplinary courses, conducted synchronously and asynchronously with international peers (https://www.stmirascollegepune.edu.in/mile.php). · Interdisciplinary Research: Teachers and students of the college conducted an Action Research Project on Structural Justice as a Consultancy arrangement with Global Opportunity Youth Network, Pune · Interdisciplinary Lectures: Conduct of Open Elective lectures. · Interdisciplinary Field Trips and Projects: Examples include attending the Jaipur Literature Festival.

16. Academic bank of credits (ABC):

St. Mira's College adopted the Choice-Based Credit System (CBCS) as early as 2015-16, aligning students with the credit system, where a three-year degree requires 132 credits to graduate. In 2023-2024 we succesfully implemented NEP begining with First Year. The college has successfully registered 15 programs with the Academic Bank of Credits (ABC) through the National Academic Depository. Orientation on ABC: All students have been oriented and registered with the ABC. Equivalence Policy for Lateral Transfers: To enhance flexibility and accommodate multiple entry and exit points, the college introduced an Equivalence Policy for students transferring from other institutions or returning after a gap period. Under this policy, admissions were granted to 7 BCom students, 4 BA students, 4 BBA students, 1 BCA student, and 1 BSc student, totaling 17 students. Courses include: Major, Minor, Open Elective (OE), Ability Enhancement Course (AEC), Value Education Course (VEC), Vocational Skill Course (VSC), Indian Knowledge System (IKS), Skill Enhancement Course (SEC), On-Job Training (OJT), Research Projects and Dissertation. MOOCs and

SWAYAM: 06 SWAYAM Courses were opted for by Post Graduate students. Flipped Classrooms: Implemented via MOODLE & Studium Value-Added Courses include: PG Diploma Course in Clinical Music Therapy PG Diploma in Mindfulness-Based Counseling PG Diploma in Dance Movement Therapy German Language Course Spanish Language Course Spoken English Course Patent Drafting for Beginners Personality Development and Soft Skills MILE Courses Certificate and Diploma Courses We successfully establish a Centre for Lifelong Learning to offer skill-based professional courses and introduce new courses.

17.Skill development:

In line with the National Skills Qualifications Framework (NSQF) under NEP, the college introduced Skill Enhancement Components across all streams. Vocational Skill Course Skill Enhancement Course (SEC) On-Job Training (OJT) Research Projects BA English: Theatre, Editing, Content Writing, Research, and PALS (Social Online United Learning). BA Sociology: Gender Studies, Gerontological Care, NGO Skills, Research, and Social Audit. BA Psychology: Mental Health Assessment & Evaluations, Designing & Evaluating Training Systems, Statistics in Behavioral Sciences, Embodied Listening, Mindfulness, and ACT. BA Economics: Research Skills, 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 integrated into the curriculum, with 30 MOUs signed with industries to support internships and placements. College Clubs: Debate Club, Theatre Club, Culture Club (Kalarambh), Litwits, Miranomics, Green Club. Activities: Student-led events range from dance performances, inter-college festivals, and cultural day celebrations, promoting holistic development. Additionally, the college offers various activities to enhance skills like debating, moot court, and quizzes. Student Council: Develops leadership skills in students. CWE (Centre for Women Entrepreneurship): Hosts activities and mentors students to foster young entrepreneurs. Placement Cell: Organizes training for job interviews, CV writing, etc. Soft Skills Workshops: Week-long sessions for all final-year students to further prepare them with essential workplace skills. Postgraduate Diplomas and Certificate Courses: Dance Movement Therapy, Clinical Music Therapy, Mindfulness-Based Counseling, BSE Certification Course, Organizational Behaviour. Value-Added Courses: PG Diploma Course

in Clinical Music Therapy, PG Diploma in Mindfulness-Based Counseling, PG Diploma in Dance Movement Therapy, German Language Course, Spanish Language Course, Spoken English Course, Patent Drafting for Beginners, Personality Development and Soft Skills Communication Skills: Subsidized Spoken English courses, with free access to the Language Lab to enhance communication skills. Guest Lectures and Workshops: Industry professionals are invited to conduct these sessions. SWAYAM The college established a Centre for Lifelong Learning, offering skill-based certificate courses open to all age groups throughout the year.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Introduction of the IKS courses as per NEP titled - Glimpse of Ancient Indian Culture Ancient Indian Mathematics Introduction to Indian Knowledge System Yoga and Sports Activities Experiential Learning: Sanctuary Every morning from 8:30 am to 9:00 am, the entire college gathers in the Sanctuary Hall. The session begins with the chanting of Saraswati Vandana, followed by Bhajans. It is an inclusive space where songs from all faiths are sung. Students chant the Gayatri Mantra, practice yoga, and meditate under the guidance of a Brahma Kumari. Kirtans are sung, and faculty members and students deliver discourses in various languages, including Hindi and Marathi. Philosophical Lectures and Bhajans at the Sadhu Vaswani Mission: Students perform and listen to inspiring bhajans and philosophical lectures on Indian values from spiritual leaders, Sadhu and Dada Vaswani. Rath Yatra: An annual event where students march through the city advocating vegetarianism. Extension Activities : All our extension activities revolve around the Indian value systems, languages and culture. Curriculum-Based Activities Translation exercises Study of biographies of Indian saints Study of the Mahabharata Exploration of the impact of Indian culture on the international economic environment Cultural Tourism: Learning about cultural diversity Study of Indian crafts Sindhi language courses Cultural Festivals: Including Indian classical dance and stage performances Declamation Competitions: Conducted in Marathi and Hindi Anjali Geet Competition: Featuring songs in Sindhi and Hindi Commemoration of various national events and significant happenings All lectures are recorded and made available on the LMS MOODLE, free of additional cost. Modern Indian Language (MIL) Courses These courses, compulsory for all students, include practical-based Hindi and Marathi lessons. Culture Club Kalarambh Organizes cultural programs that give students opportunities to perform on stage, such as the Krishna Janmashtami drama and

Bharatnatyam dances during the Ganesh Festival. Students sing bhajans at the Sadhu Vaswani Mission and perform two annual shows of "Dada Leela" using folk forms like Powada and Qawwali. MIRAcles, the College Magazine Features both Hindi and Marathi sections. Marathi Divas Celebrated on February 27th with a grand cultural program showcasing the folk dances of Maharashtra. Marathi Bhasha Sanvardhan Pandharwada A 15-day event featuring workshops, guest lectures, and competitions. Hindi Bhasha Divas Celebrated on September 14th with a week of activities, including exhibitions, dramatic performances, poster displays, poetry, essay competitions, and a play on the Ramayana. The library also exhibits books in Hindi and Marathi. Celebration of Yoga Day

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The college introduced Outcome-Based Education (OBE) in 2020 under the NEP, though it had already been integrated into the syllabi following the implementation of academic autonomy in 2007. Our generic graduate outcomes are as follows: PO1 - Academic Competence: The aim is to maintain high academic standards and deliver contemporary syllabi without compromising on rigor, ensuring students build strong academic foundations. PO2 - Personal, Behavioral, and Skill-Based Competence: The courses focus on skill development to enhance employability while helping students grow into responsible young adults capable of building healthy, constructive communities. PO3 - Ethical, Moral, and Social Competence and Sensibilities: Developing a strong moral compass is integral to the educational experience at St Mira's. Each Programme Outcome (PO) is broken down into specific sub-outcomes. For example, Academic Competence includes: 1.1 Disciplinary Knowledge 1.2 Professional Skills 1.3 Application of Skills to Specializations 1.4 Experiential Learning & Critical Thinking 1.5 Application to Psychology-Related Problems 1.6 Knowledge of E-Resources & Social Media 1.7 Scientific Writing & Effective Presentation Skills 1.8 Critical Evaluation of Theoretical Approaches The POs, COs for all streams are displayed on the website.https://stmirascollegepune.edu.in/outcomes.php https://stmirascollegepune.edu.in/outcomes23-26.php Our outcomes promote a shift from teacher-centric to learner-centric pedagogy and from passive to participatory learning. Assessment is continuous and directly mapped to outcomes, allowing for the measurement of their attainment. Creative Assignments: Using Bloom's Taxonomy, assignments are designed with different levels of learning in mind. Tasks include writing video game scripts, diary entries, and more. Evaluation Methodology: The evaluation employs Bloom's Taxonomy's key terms: Remember, Understand,

Apply, Analyze, Evaluate, and Create. Feedback Process: The syllabus is designed and revised through feedback from stakeholders, including students, parents, and the industry, ensuring relevance to employability. Mapping COs to POs and Attainment and Assesments: All courses have outcomes, which are regularly assessed and mapped to ensure attainment. The Course Outcomes (COs) have been mapped to Program-Specific Outcomes (PSOs) and Program Outcomes (POs). In addition, the questions in the exam question papers have been mapped to the COs. ERP Studium: The system is used to calculate outcome attainment by analyzing data, starting with all NEP programmes- UG & PG The ultimate goal is the progression and successful placement of our students, making them independent, self-reliant citizens. Additional outcomes include increased student research, entrepreneurship, and social outreach initiatives. Implemention of NEP: Faculty attended workshops organized by RUSA and Savitribai Phule Pune University. A functioning NEP committee monitors all activities. All faculty attended the NEP, FDP organised by Malaviya Mission Teacher Training Programme.

20.Distance education/online education:

St Mira's College acknowledges that students come from diverse backgrounds and face unique challenges. Many students manage household responsibilities, work to support their families, and commute long distances. The college is committed to ensuring that all students have access to quality education, regardless of their circumstances. Online Education Initiatives Lectures, notes, and texts are made available on the college's learning management system, MOODLE (https://stmirascollegepune.edu.in/moodle/). & Studium. In addition, faculty use platforms such as Google Classroom, WhatsApp, and email to ensure all students, including those unable to attend regularly, have equal access to learning resources. Lectures are often conducted in flipped classroom and hybrid modes, utilizing digital tools like Flipgrid, Slack, and Padlet. Both synchronous and asynchronous lectures are offered to accommodate students' needs. Students are encouraged to earn additional credits by enrolling in courses on SWAYAM, for which they can receive credits. MILE: A Best Practice St Mira's has developed its own unique center for distance learning, MILE (Mira International Learning Exchange): A Centre for Virtual Collaboration. https://stmirascollegepune.edu.in/mile.php Faculty at St Mira's collaborate with colleges worldwide to conduct joint courses, offering both synchronous and asynchronous learning experiences. Students from participating colleges engage in

discussions, complete assignments, and present projects together in a digital environment. St Mira's is part of COIL Connect for Virtual Collaborations (https://coilconnect.org/), which links institutions globally to offer online distance education at an international level. Digital guest lectures with faculty from across the nation and the world have been successfully held through Zoom and Google Meet. Future Plans The college aims to create additional online courses for students to register for, with a focus on professional courses like Journalism. These courses will be curated under the Centre for Lifelong Learning, offering flexible educational options for students of all ages. St Mira's College for Girls, however, has not been approved for formal distance education programs.

Extended Profile

1.Programme

1.1	**15**
Number of programmes offered during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.Student

2.1	**2291**
Total number of students during the year:	

File Description	Documents
Institutional data in Prescribed format	[View File](#)

2.2	**584**
Number of outgoing / final year students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.3	**2207**
Number of students who appeared for the examinations conducted by the institution during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.Academic

3.1	**529**
Number of courses in all programmes during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.2	**49**
Number of full-time teachers during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.3	**51**
Number of sanctioned posts for the year:	

4.Institution

4.1	**590**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	**47**
Total number of Classrooms and Seminar halls	
4.3	**183**
Total number of computers on campus for academic purposes	
4.4	**51.11622**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

Part B

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 are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

- The institution aims at academic excellence and holistic development, through its 15 Programmes offered in various disciplines - 8 in UG, 6 at the PG level and 1 Ph.D. Programme in Womens' Studies.

- The autonomous status of the institution, enables a regular updation of the syllabi for all programmes, with clearly defined POs and COs.

- The Courses are designed to address the following development needs of students:

- Local development needs: Courses on Pune through the Lens of Culture and Heritage, Psychology of Self, Sociology of Everyday, Basics of Entrepreneurship, etc.

- Regional development needs: Courses on Maharashtratil Lokakala, Sociology of Maharashtra: Culture and Society, etc.

- National development needs: Courses on Overview of Indian Economy, Macro Sociology: Social Institutions, Constitution and Government of India, Hindi Sambhashan Kaushal, Glimpse of Ancient Indian Culture, Banking Procedures and Practices, Material Costing, Ancient Indian Mathematics, Income Tax, etc.

- Global development needs: Courses on Oriental Literatures: The Eccentric and the Divergent, Major Revolutions that Shaped World History, Financial Education, Women and Law, Cyber Law, Foundations of Statistics, Yoga and Sports Activities, Introduction to Salesmanship, Accounting Standards, Communication Skills, Business Environment, Web Technology, Principles of Programming and Algorithm, Business Ethics and Professional Values, International Trade, Web Services, etc.

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	https://www.stmirascollegepune.edu.in/outcomes.php

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

14

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	[View File](#)
Details of syllabus revision during the year	[View File](#)
Any additional information	[View File](#)

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

406

File Description	Documents
Curriculum / Syllabus of such courses	[View File](#)
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	[View File](#)
MoUs with relevant organizations for these courses, if any	[View File](#)
Any additional information	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

219

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

14

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Our curriculum emphasises critical cross-cutting themes, including gender roles, sustainable development, environmental awareness, business ethics, and personal growth, and works in tandem with our Centre for Women Entrepreneurship to help foster confident, innovative, and resourceful women aligned with the Atma Nirbhar Bharat vision. We integrate human rights, gender sensitivity, citizenship, national integration, and global issues like environmental protection and ethical business practices into all levels of study. The environmental awareness course equips undergraduate students with eco-friendly practices and ethical responsibility toward the environment. Courses in the Faculty of Arts explore gender dynamics, caste, religion, region, and women's roles in politics, supported by a doctoral program in Women's Studies. Humanities and Commerce programs emphasise sustainable development goals, gender-centred development, environmental crises, corporate social responsibility, and workplace ethics. Our Value-Based Sanctuary course fosters human values, ethical reasoning, and respect for all life forms. Additional offerings in social psychology, constitutional values, cybersecurity, yoga, and meditation support balanced personal and professional growth.

Aligned with NEP 2020, we promote ancient Indian knowledge through Indian Culture and Heritage courses, while community engagement initiatives enhance students' emotional intelligence and societal contribution. These efforts ensure graduates emerge as responsible citizens with strong ethical and professional foundations.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	[View File]
Any additional information	[View File]

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

20

File Description	Documents
List of value-added courses	[View File]
Brochure or any other document relating to value-added courses	[View File]
Any additional information	[View File]

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1202

File Description	Documents
List of students enrolled	[View File]
Any additional information	[View File]

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

558

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.stmirascollegepune.edu.in/images/pdf/C1_Complete_Stakeholder_Feedback_Analysis_on_curriculum_2023-24.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.stmirascollegepune.edu.in/images/pdf/C1_Complete_Stakeholder_Feedback_Analysis_on_curriculum_2023-24.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

915

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

417

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Mechanisms for Identification and Assessment of Learning Abilities

- **FYBA and FYBCOM Entry Level: Grade 12 marks determine eligibility for advanced courses in English, Banking, and Finance.**
- **SYBA and SYBCOM Level: Merit lists and cut-off marks are maintained for specialisations in English, Psychology, Banking, and Cost and Works Accounting.**
- **Continuous Internal Assignments: Teachers gauge students' abilities through ongoing assessments.**
- **Mentoring Sessions: Teacher-mentors understand students' strengths and weaknesses through one-on-one interactions.**
- **Certified Counsellors: Learning difficulties are addressed holistically and confidentially.**
- **Special One-on-One Sessions: Teachers help backlog students based on Pass-Fail reports.**

Programmes Offered

Advanced Learners:

- **Training for academic competitions and research paper presentations.**

- **Leadership roles under the SOUL programme to teach Spoken English to diverse learners.**
- **Interdisciplinary collaborative learning through MILE, fostering international academic exposure.**

Learners with Differential Needs:

- **The curricula include units for all learning levels; textbooks and notes are offered both online and offline.**
- **Video recordings of lectures and practicals are uploaded on LMS Moodle and Google classroom.**
- **Special classes, tests and assignments are conducted.**
- **A two-month subsidized Spoken English extra credit course is run along with a language laboratory**

Outcome

The above measures ensure holistic student development by advancing high achievers' skills and supporting learners with differential needs effectively.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.stmirascollegepune.edu.in/images/pdf/Final_2.2.1_Links_for_Upload.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/07/2023	**2291**	**49**

File Description	Documents
Upload any additional information	View File

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:

All departments engage in Experiential Learning through Activities such as the Theatre production "Shatter"; Film Screenings like

"Mujib"; Guest Lectures like 'History and Principles of Hindustani Classical Music'"; Field visits to Wadas, Museums, Hospitals, and Literary Fest. College clubs like Magazine and Periodicals, Debate and Theatre club augment creative and practical learning. Project work such as "Making Geographical Booklets" are an integral part of students' learning experience.

The College emphasises Participative Learning through programmes such as MILE, the Mira International Learning Exchange with collaborative courses such as "Comparative Perspectives on Gender Inequality in India and the US". Students' seminars are held the UG and PG level. The Language Laboratory, Value Added Courses, Exhibitions and immersed Library engagements are ongoing participative activities along with Guest Lectures on Career Guidance.

Students engage with real-life problems and solutions through Conferences on "Innovations in Mental Health", Workshops like "Education Management"; Guest Lectures on environmental problems like "Ecofriendly Ganesha- Punaravaratan Clay Recycling Campaign" and "Women and Health" and "Case Studies on Taxation", Competitions such as "Best out of Waste"; teaching English to underprivileged students in SOUL.

These initiatives foster holistic education through experiential, participative, and problem-solving learning, enhancing students' creativity, critical thinking, and real-world engagement.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/2.3.1._Link_for_Add_Info_Document.pdf

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

The College campus is Wi-fi enabled with high-speed internet for online, hybrid and blended classes and for examination proctoring, accessed by all teachers. Classrooms and Labs have LCD projectors; smart boards; interactive boards for teachers to use PPTs and

videos to supplement teaching. The Computer Science, Computer Application, Electronics Lab, and Mathematics and Statistics Labs have computers with the required operating systems and software; internet facilities; printers; servers and LCD Projectors, well suited for software development and conducting practicals. The College Library has an online Digital Section with subscriptions to digital scholarly databases like NLIST and EBSCO HOST.

The College uses Moodle as its LMS, along with Google Classrooms. Recorded lectures are uploaded to Moodle which benefit returning students, below-average students and students with backlogs. The LMS repositories have notes, lecture-handouts, PPTs and PDFs. Assignment briefs, submissions and grading are done through Moodle. Faculty integrate YouTube videos, documentaries, movies, public lectures, blogs, TED Talks into lectures, along with sessions from MOOCs like Swayam, Coursera, NPTEL and other Open Courseware. Microsoft and Google workspace tools- MS Office, PowerPoint, Excel, Google Forms and Drive are used by faculty use for educational activities. New-age tools such as Padlet, and Flipgrid, are used.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://stmirascollegepune.edu.in/images/pdf/2.3.2_ICT_TOOLS_Webpage_for_Link_2023-24_Signed.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

49

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Academic Calendar at the Institution

The academic calendar outlines the institution's academic, co-curricular, and extracurricular activities planned for the year.

Mechanism: At the start of the academic year, departments and committees propose activities, which are compiled into a unified calendar by the Academic Calendar Committee and approved by the Principal. This ensures events are evenly distributed, maximizing student participation.

Components:

1. **Students' Calendar:**
   - **Schedule of lectures and semester timelines for UG and PG students.**
   - **Examination schedules, including form-filling dates.**
   - **Annual activities with the Sadhu Vaswani Mission.**
   - **Library orientations, book displays, and observance of important days like Constitution Day, Pi Approximation Day, and Sports Day.**
   - **Co-curricular activities such as guest lectures, field visits, and intercollegiate events.**
2. **Institutional Calendar:**
   - **Admission and counseling dates.**
   - **Term commencements, exam dates, result declarations, and holidays.**
   - **Major institutional events.**

Teaching Plans: Teachers create detailed plans, including course outcomes, monthly syllabus distribution, and assignment schedules. These plans are reviewed by HoDs and submitted to the IQAC for approval.

Adherence: Form A ensures activity details and outcomes are documented and approved. Implementation is monitored by HoDs and the Principal, with an annual review by the IQAC to address any challenges.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	[View File](#)

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

49

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

18

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

13

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

29

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

2

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The integration of IT and examination reforms has enhanced accuracy, reproducibility, time management and repository capacity within the College's examination management system. These reforms address three key areas:

A. Examination Procedures and Processes

- **Students receive orientation on evaluation methodologies.**
- **Examination forms, timetables and hall tickets are published on website.**
- **Faculty are notified via email for question paper setting schedules.**
- **Subject experts prepare three sets of question papers, verified by COE and uploaded to paper picker software.**
- **One day before exams, printing Question papers using software that randomly selects a set, utilizing high-speed printers.**
- **Inclusive provisions like customized timings and writers are provided for Divyangjan students.**

B. IT Integration and Reforms

- **ERP - Studium generates hall tickets and facilitates marks entry for NEP classes, with attainment question paper uploading underway.**
- **Marks are uploaded automatically into system.**
- **Pass-fail reports are published online and emailed to faculty.**
- **Marksheets include QR codes and student photographs.**
- **The examination cell has exclusive password-protected Wi-Fi.**

C. Continuous Internal Assessment As an autonomous college, 40% of marks are allocated for internal assessment and 60% for end-semester exams. Internal results are maintained in Sheets for student verification.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/2.5.3_Link_for_Additional_Info_Signed.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The formal Programme Outcomes (POs) of the college align with the Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of each department. The college's vision and mission are translated into measurable skills and competencies through the COs, which are linked to evaluation. The setting of syllabi considers the PSOs and COs, with changes approved by the Board of Studies (BOS), Academic Council, and Management Board.

The adopted POs fall into three main areas:

- **Academic Competence**
- **Personal, Behavioral, and Skill-based Competence**
- **Ethical, Moral, and Social Competence**

These are integrated into curricula along with employability and entrepreneurship skills. The POs and COs are communicated through the college website, hard copies in departments and the library,

and through Moodle LMS and Studium. Orientation sessions for incoming students also explain these objectives. Additionally, workshops are held to develop POs and COs.

Assessment methods include continuous internal assessments such as tests, quizzes, assignments, presentations, projects, and seminars. Performance analysis reports track the attainment levels of outcomes, aiding future syllabi structuring. Feedback from alumni, employers, and exit surveys is used for further evaluation. Detailed course reports indicate how course outcomes are executed.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	[View File]()
Upload any additional information	[View File]()
Link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/2.6.1_Link_for_Add_Info.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The fulfillment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) is achieved through the implemented curricula, with Course Outcomes (COs) specified for each course and mapped to POs and PSOs. The clear mapping of Programme Outcomes, Course Outcomes, and Evaluation Methodology is established during syllabi formation for all programs.

Assessment, Evaluation, and Measurement methods for POs/PSOs can be broadly categorized into Direct Assessment Methods and Indirect Assessment Methods. Direct methods incorporate two internal assessments and one end-semester external assessment. Various assessment tools such as Online Written Tests, Offline Closed and Open book Tests, Quizzes, MCQs, Field Assignments, Laboratory Assignments, Presentations, Projects, Seminars, and Vivas are employed in continuous internal assessment. Rubrics with multiple competencies ensure fair evaluations, keeping COs in focus due to their prior mapping to POs.

Question papers undergo scrutiny by Department Heads and the Exam Committee, with Performance Analysis reports indicating outcome attainment levels.

Indirect Assessment methods include Alumni Feedback, Exit Survey, and Employer Feedback, providing insights into real-world PO attainment. Successful Placement Records and Higher Education achievements also serve as additional evidence for the attainment of POs and Cos.

ERP studium is used for question paper uploading and attainment through it is underway

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/2.6.2_Link_for_Additional_Information_Signed.pdf

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

584

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	[View File](#)
Upload any additional information	[View File](#)
Paste link for the annual report	https://www.stmirascollegepune.edu.in/images/pdf/2.6.3_Web_site_Link.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://stmirascollegepune.edu.in/images/pdf/2.7.1_Student_Satisfaction_Survey-2023-24.pdf

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

St. Mira's College fosters a dynamic research culture among faculty and students, aimed at enhancing academic and professional growth.

? Key research initiatives include organizing seminars, conferences, and publishing student research in conference proceedings.

? Faculty and students actively participate in state and national research paper competitions.

? Support is provided for applying to research projects.

? The Research Policy ensures that all activities align with university regulations and adhere to ethical research practices.

? Faculty research addresses contemporary, socially relevant issues, with research methodology integrated at undergraduate and postgraduate levels.

? Faculty members are recognized as research guides by the affiliating university, and national agencies fund research projects.

? Regular discussion groups come together to engage with research questions

? The library is well stocked with both digital and other resources to support research

? A Research Centre in Women's Studies has been established to create a conducive environment for research and foster scientific inquiry.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://naac.stmirascollegepune.edu.in/pdf /policies/Research_Policy_2021.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

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

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/3.2.2 Nil Report.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

8

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

0

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://stmirascollegepune.edu.in/images/pdf/3.2.2_Nil_Report.pdf
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

St. Mira's College for Girls is dedicated to fostering the all-round development of its students, aiming to prepare them for excellence across various professional domains. A robust ecosystem for research, innovation, and community orientation forms the foundation of this commitment. Training sessions like "Navigate, Discover, Excel: Leveraging EBSCO Resources" guide students in maximizing digital research platforms, enhancing their ability to conduct in-depth academic investigations. Additionally, the seminar "India as a Global Leader: Perceptions and Reality" offers Economics postgraduate students a forum to critically evaluate India's role in global leadership. To nurture entrepreneurial potential, the college hosts "Mira Fest," a two-day event where students cultivate essential business skills through hands-on experiences. In alignment with the college's mission to promote inclusivity, community-oriented workshops are held, including one on policies for inclusive education, equipping students with knowledge on diversity and inclusivity in educational environments. Innovation and incubation are further supported through the "ZENITH Repository," a platform dedicated to fostering creative projects. Furthermore, the college hosted a National-Level Psychology Conference on Innovations in Mental Health, bringing together experts to discuss advancements in mental health practices. Through these diverse initiatives, St. Mira's College for Girls provides its students with a rich ecosystem that promotes research skills, entrepreneurial spirit, community awareness, and innovation, empowering them to excel in their future careers.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.stmirascollegepune.edu.in/aboutcwe.php

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

32

File Description	Documents
Report of the events	[View File](#)
List of workshops/seminars conducted during the year	[View File](#)
Any additional information	[View File](#)

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	[View File](#)
Any additional information	[View File](#)

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

4

File Description	Documents
URL to the research page on HEI website	https://stmirascollegepune.edu.in/research.php
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

6

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

3

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/3.4.4_Book_chapter_add._info.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

138

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

16

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

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

1.18450

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

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

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

St. Mira's College for Girls actively promotes compassionate and socially responsible individuals through various initiatives. These efforts empower students to contribute to societal betterment and environmental preservation, reflecting the college's commitment to holistic development.

During the year 2023-2024, various extension activities were conducted in the neighbourhood to engage students with pressing social issues, fostering their holistic development. These initiatives included awareness drives on environmental sustainability, health and hygiene camps, and workshops on gender equality and inclusivity. Through collaborations with local communities, students were exposed to real-world challenges, enhancing their problem-solving and interpersonal skills.

Such hands-on involvement cultivated empathy and a sense of social responsibility among students. For instance, participation in literacy programs for underprivileged children helped students understand the transformative power of education, while environmental cleanup drives instilled a commitment to sustainable living

The activities complemented classroom learning by fostering critical thinking and collaborative abilities, leading to the students' all-round development. Furthermore, feedback from community members highlighted the positive influence of these

activities, showcasing students as change agents. Overall, the initiatives created a bridge between academic knowledge and its application, ensuring that students developed into socially aware and responsible individuals prepared to tackle future challenges.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/3.6.1_Link_for_Additional_Info_PPT.pdf

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 the year

0

File Description	Documents
Number of awards for extension activities in during the year	[View File](#)
e-copy of the award letters	[View File](#)
Any additional information	[View File](#)

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

21

File Description	Documents
Reports of the events organized	[View File](#)
Any additional information	[View File](#)

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

537

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

85

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

10

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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 equipments, etc.

St. Mira's College for Girls fulfils the Conditions and Procedures for establishment and maintenance of infrastructure. The teaching-learning processes include ICT in the form of Video-Conferencing, LCD presentations with the help of efficient internet connectivity. All departments of the college are well equipped with adequate furniture, equipment and books.

Infrastructural resources:

Classrooms: The college has 44 classrooms with adequate ventilation and seating furniture, out of which 9 classrooms are equipped with LCD projectors.

Laboratories: The existing 7 laboratories are fully equipped with equipment and 163 computers with power backup for conducting practical of designated courses. Various labs like Electronics, Psychology and Language lab uses tests, kits and computers to provide subject related practical solutions.

Cultural Facilities:

3 Seminar halls equipped with LCD projector and sound system:

A well-equipped state of the art auditoriumwith 500 seating capacity and an Audio-visual room with 200 seating capacity is widely used by faculty and students for cultural and academic activities. A large Sanctuary Hall on ground floor is used for value education sessions and yoga practice.

Sports:

College provides both Indoor and Outdoor sports facilities like Basketball court, Volleyball Court, Kabaddi Ground, Athletics straight track etc and a gymnasium for indoor sports.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/4.1.1_LMS_AND_POLICY-WEB_LINK.pdf

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

The St. Mira's College has a vibrant campus spread over around 3 acres that is suitable for both indoor and outdoor games. Students are also encouraged to participate in the different cultural activities and they are awarded and rewarded accordingly.

College provides following Outdoor sports facilities-

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) and Tennis Court/ Badminton Open Court

College provides Indoor sports facilities-

- Gymnasium
- Table Tennis Hall
- Yoga training and practice session in Sanctuary Hall.

Infrastructure for cultural facilities-

We have 3 ICT enabled halls with LCD projectors and adequate audio & lighting systems.

- 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.

- 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.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/4.1.2 weblink Cultural Facilities 2023-24 Signed.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

47

File Description	Documents
Upload any additional information	**View File**
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	**View File**

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

27.58888

File Description	Documents
Upload audited utilization statements	**View File**
Details of Expenditure, excluding salary, during the years	**View File**
Any additional information	**View File**

4.2 - Library as a Learning Resource

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

The Library is automated with installation of Pune based popular software ILMS- SLIM21. Colon Classification Scheme is used for organization of reading material which is supported by the software. Some of the automated important functions are as follows:

- **Acquisition**

- **Cataloguing**

- **Circulation**

- **Serial Control**

- **Barcode Technology Integration**

- **Book cover images uploading**

- **Summaries**

- Key-words

- Reissuing, reserving and automated e-mail messages.

- Use of SLIM21 Library Assistant SM21

WebOPAC (Online Catalogue):

Accessible 24X7. It is enriched with feature like-

- Real-time Circulation status.

- Material location.

- Book Cover Images.

- QR Codes, Google Preview, Key words.

- Journal List.

? Login credential request form.

? Embedded links for access to EBSCO Databases, NLIST and E-journals.

? New Arrivals list.

Other Digital facilities and services:

- Library Webpage - enriched with Journal TOCs, New Arrivals, portal to online resources, etc.

- Digital repository

- BLOG

- 8 Desktops to access WebOPAC&E-resources.

- Photocopying

- TV and DD dish for viewing Swayamprabha channels.

- Library subscribes to e-resources and print journals

Spectrum of Library Utilization includes:

Variety of books, journals, newspapers, magazines, online resources, previous years'question papers, decoration material, spaces for lectures, exhibitions, meetings, etc.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	http://114.143.146.202/w27/

4.2.2 - Institution has access to the following: A. Any 4 or more of the above e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	[View File](#)
Upload any additional information	[View File](#)

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

7.77761

File Description	Documents
Audited statements of accounts	[View File](#)
Any additional information	[View File](#)
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	[View File](#)

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

294

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

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

The entire campus of St. Mira's College has a Leased Line network coverage (LAN/Wi-Fi) of 50 Mbps provided by TATA Teleservices. The college has 7 laboratories consisting of 172 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.

College has a policy on IT & Usage of Computers which is applicable to all employees and students. 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.

For internal security, to protect our data form malicious attack, an antivirus software 'Quick Heal' is installed across all computers. Our admin section is equipped with 35 computers, 5 laptops, 10 printers, 2 scanners, 2 servers and the library with 16 computers,1 server and 1 xerox machine. 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 an AMC for maintenance of all IT equipment, both hardware and software.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/5_IT_Policy_DVV_23-24.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
2291	181

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus   A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing   E. None of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/4.3.4_e-content-WEB_LINK.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

13.37045

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	[View File](#)

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

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

Physical-

• Well maintained seminar halls are utilized to encourage extra and co-curricular activities.

• Annual Maintenance Contracts are in place to maintain all kinds of infrastructure facilities.

Academic -

• There are policies for maintaining the classrooms and Laboratories for conducting lectures and practical.

Support-

• The College Library spread across two floors, has some pre decided code of conduct to follow by staff, students of the college.

o Members can access E-resources under NLIST and EBSCO Databases- Academic Search Elite, Literary Reference Centre and Master File Elite.

o Members are responsible for the physical condition of any items checked out on their card.

o Students and staff are expected to enter their details at the entrance of the library.

o Special services are available for 'Divyaang'.

• For Sports Facilities & Procedures following are the Sports Facilities Available in the college.

- **The college boasts of a gymnasium equipped with modern physical exercise and fitness equipmentTraining**

- **Students participating in different sports activities practice.**

- **During Physical Education lectures yoga and various fitness activities are practised.**

Annual Sports day is organized every year.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/4_Infrastructure_Utilization_and_Maintenance_Policy_DVV_23-24.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

188

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	[View File](#)
Upload any additional information	[View File](#)

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

431

File Description	Documents
Upload any additional information	[View File](#)
Institutional data in prescribed format	[View File](#)

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://www.stmirascollegepune.edu.in/images/pdf/5.1.3_Links_Website_Upload_Capacilty_Development_2023-24.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

1644

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

54

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

121

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

27

File Description	Documents
Upload supporting data for students/alumni	[View File](#)
Any additional information	[View File](#)

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

5

File Description	Documents
e-copies of award letters and certificates	[View File](#)
Any additional information	[View File](#)

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The Student Council 2023-24 was formally installed on September 2, 2023, with an oath-taking

ceremony led by Principal Dr. Jaya Rajagopalan. Throughout the year, the council organized various events promoting cultural, social, and environmental awareness. Key events included Teachers' Day celebrations with retro-themed activities, Ganesh Sthapana and eco-friendly Visarjan, and Christmas festivities featuring a nativity play and carols. The council also conducted a Winter Clothes Donation Drive, collecting contributions for Goonj NGO, and organized a Green Ideas competition to promote sustainability through innovative student videos. Helpers Day in February, honoured the efforts of the college's support staff with heartfelt gestures and games. The council actively participated in mission programs, delivered Friday Sanctuary Talks, and maintained discipline during college events such as Marathi and Hindi Divas. Council members collaborated across departments to ensure the success of all events. They emphasized inclusivity, environmental consciousness, and community service. The council comprised 16 dedicated students, with TYBCOM's Riya Baretto serving as University Representative, guided by faculty coordinators led by Veena Kenchi. Their collective efforts fostered unity and enriched the college and vibrant culture.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.stmirascollegepune.edu.in/images/pdf/5.3.2_Digital_sign_Add_Info_Student_Council_2023-24_Signed.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

58

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

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Alumni Association of St. Mira's College invited Ms.Naheed Vakaria (BBA, 2013-16, at present working with Bank of New York Mellon as client services groupspecialist) and Ms. Devyani Rupeeja (B. Sc, M. Sc, 2018-20 currently working with Deloitte as a softwareprofessional) to conduct an informative session on the Alumni Association in Student Induction Programme on 10th July 2023, highlighting its significance in fostering a strong network of professionals.

Sakshi Brahma, sang in Sanctuary on 11th of December 2023 to pay homage to the Almighty.

Ms Smita Borkar organized a workshop on "Java Development using Spring Framework" on 21st December 2023 from 11:00 am for the students of TYBSc and MSc Computer Science.

A change of members in the Alumni Association was initiated in February 2024 through an online meeting. New members were inducted who would first understand their position and the

responsibilities. Till then the old composition of members would operate.

The Alumni Association donated a sum of Rs 1,29,308 to help organize a National Level Conference "Innovations in Mental Health- Fostering Contemporary Modalities for a Healthier Future" on 3rd and 4thFebruary2024.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/5.4.1 Link For Add Info sign digital Signed.pdf

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	[View File](#)

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

St. Mira's College for Girls, established in 1962, has grown significantly over 60 years with the support of its management board. Guided by its vision and mission, the college prioritizes the betterment of its stakeholders. It has an inclusive organizational structure comprising Statutory and Non-Statutory Committees, ensuring seamless academic and non-academic activities. The governance model is decentralized and participative, enabling faculty and student involvement in decision-making through committee representation. The Internal Quality Assurance Cell (IQAC) ensures continuous improvement and optimal performance across academic and administrative domains. The college emphasizes incremental growth through a multidisciplinary approach, collaborating with industry and academic partners. Aligning with the National Education Policy (NEP) 2020, St. Mira's College has established committees to design and implement action plans, achieving 100% student

registration on the Academic Bank of Credits (ABC) portal. All initiatives are executed in accordance with the institution's perspective plan, ensuring effective governance and development while fostering a collaborative and innovative environment for its stakeholders. During 2023-24, the NEP Committee work towards implementation of various UG and PG courses across the Arts, Commerce and Science streams. Further, the committee oriented the faculty towards methodical introduction of courses within the framework of NEP 2020.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.stmirascollegepune.edu.in/about-us-tab.php

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The college ensures efficient functioning through a blend of decentralization and participative management, allowing every member to realize their potential and actively contribute to decision-making. Decentralization safeguards individual interests, promotes collective solidarity, and provides a platform for free and fair expression of opinions. A culture of participative management is fostered by involving all stakeholders—faculty, staff, and students—in daily administration and strategic planning. Departments are granted functional autonomy, enabling them to independently manage operational decisions within their disciplines. Various activities are executed through committees comprising teaching and non-teaching staff and student coordinators, ensuring inclusivity and collaboration. The Internal Quality Assurance Cell (IQAC) plays a pivotal role by facilitating decentralized governance through sub-committees for each criterion. Regular meetings are held to ensure systematic documentation, seamless coordination, and timely data submission. By establishing well-defined committees and cells aligned with a comprehensive perspective plan, the college ensures effective delegation of power and authority. This approach strengthens leadership skills at all levels and supports efficient decision-making and implementation. The participative and decentralized framework fosters innovation, collaboration, and a sense of

collective responsibility, creating an inclusive and dynamic
environment for holistic institutional growth.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/6.1.2-Link_for_Additional_Information.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The Perspective Plan of the college has been prepared for a period
of 10 years from 2017-18 to 2026-27. The IQAC ensures deployment
of the Perspective Plan on an incremental basis.

In 2023-2024 the college geared up for implementation of New
Education Policy through finalization credit structure, curriculum
development and faculty development initiatives.

The curriculum development was done keeping in mind the
flexibility, multidisciplinary learning, and skill enhancement as
per NEP.

Reimagination of curricula to incorporate multidisciplinary
approaches, enabling students to explore diverse fields of study.
The introduction of credit-based systems and multiple entry-exit
options aligning with NEP's vision aimed at integrating vocational
and skill-based courses to enhance employability and meet industry
demands.

The college also initiated faculty development programs for
effective curriculum execution aligning with teaching
methodologies with NEP's learner-centric approach. Workshops on
designing Program Outcomes and mapping them with Course Outcomes
were conducted. Through these reforms the college aims to foster a
holistic and competitive education system, supporting the NEP's

goal.

Further the college strengthened collaborations with industry for enhanced employability under On – The Job Training (OJT) as required under NEP.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File]()
Paste link for additional information	[https://stmirascollegepune.edu.in/images/pdf/6.2.1 Additional Information.pdf]()
Upload any additional information	[View File]()

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

The college, with a rich legacy of over 60 years, operates under the guidance of a supportive Board of Management and follows a well-established decentralized administrative structure. The Principal, as the institution's chief executive, leads with support from the Vice-Principal and the Internal Quality Assurance Cell (IQAC), ensuring quality assurance mechanisms are implemented effectively at all levels. The college administration thrives on the collective efforts of the Principal, teaching and non-teaching staff, students, and stakeholders to achieve common goals. A robust examination department ensures the fair and transparent conduct of examinations, while the sports and library departments contribute significantly to the holistic development of students. The college office, comprising the Registrar and office staff, efficiently coordinates administrative activities. Policies and service rules, in alignment with UGC guidelines and amendments, are periodically reviewed and updated to meet institutional needs. The IQAC plays a pivotal role in fostering quality improvements across various functions, while the comprehensive college handbook provides detailed information on the roles and responsibilities of institutional bodies, ensuring clarity and smooth operations. Together, these elements uphold the college's commitment to excellence in education and administration.

File Description	Documents
Paste link to Organogram on the institution webpage	https://naac.stmirascollegepune.edu.in/organogram.php
Upload any additional information	View File
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/6.2.2 Link to Additional Information Signed.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

The institution demonstrates a strong commitment to the well-being and professional development of its teaching and non-teaching staff through a range of welfare and support programs. These initiatives are thoughtfully designed to enhance staff welfare, nurture academic and research capabilities, and create a positive working environment. To honor its educators, the institution recognizes their contributions on Teachers' Day, fostering appreciation and morale. Additionally, free lunches are provided on the birth and death anniversaries of the founders, reflecting respect for the institution's legacy and promoting a sense of unity. The college prioritizes convenience and connectivity by offering free Wi-Fi across the campus, ensuring seamless access to digital resources for teaching, research, and administrative tasks. Professional growth is actively encouraged through the

provision of duty leaves and financial support for staff to participate in research activities, academic conferences, and professional workshops. These measures empower staff to enhance their knowledge, contribute to their fields, and uphold the institution's academic excellence. By combining welfare initiatives, recognition programs, and career development support, the institution creates a nurturing environment that motivates staff, enriches their professional lives, and aligns with the institution's goals of fostering holistic growth and excellence.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.stmirascollegepune.edu.in/images/pdf/6.3.1-Link_for_Additional_Information_final.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

6

File Description	Documents
Upload any additional information	[View File](#)
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	[View File](#)

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

7

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	[View File](#)
Upload any additional information	[View File](#)

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

14

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institution ensures a robust financial ecosystem by providing comprehensive financial advisory support for fund planning, utilization, account maintenance, and auditing. The college cashier tallies all transactions daily, ensuring accuracy. Monthly statements are reviewed and reconciled accordingly. Accounts are maintained digitally, finalized systematically, and subjected to thorough scrutiny.

External auditors are appointed annually through a Management Representative letter. These auditors meticulously review documents, vouchers, bills, and financial statements, including the Balance Sheet and Income and Expenditure Account, in adherence to applicable accounting policies. This process ensures transparency and compliance.

A routine annual audit is conducted to verify the proper maintenance of the institution's Books of Accounts. The audit emphasizes the verification of statutory payments such as TDS, Professional Tax, PF, and ESI remittances. Additionally, it evaluates the disbursement and utilization of both Government and Non-Government funds.

The audit report provides detailed observations, highlighting areas of compliance and opportunities for improvement. This systematic approach ensures the institution's financial operations are not only accurate and efficient but also aligned with regulatory standards, reinforcing its commitment to financial

integrity and accountability.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/6.4.1 Link to additional Information.pdf

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

4.5

File Description	Documents
Annual statements of accounts	[View File](#)
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	[View File](#)
Any additional information	[View File](#)

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

The institution adheres to a Resource Mobilization Policy that upholds accountability and transparency in the mobilization and utilization of resources. It ensures sufficient budgetary allocations for academic, administrative, and developmental activities. The mechanism involves the Principal and Finance Committee identifying avenues for resource mobilization suitable for higher education institutions. An Annual Budget is prepared in consultation with the Finance and Purchase Committees, outlining major allocation heads. The proposed budget is scrutinized and approved by the Governing Council, with all decisions documented in meeting minutes. Utilization of the budget is carefully monitored, and statutory auditors provide guidance on financial matters. In 2023-2024, the college actively pursued feasible funding sources to enhance institutional growth and sustainability. This systematic approach ensures effective financial planning and aligns with the institution's goals of promoting excellence in higher education. A: Funds from UGC:

[Autonomy and XII Plan Grants] B: Funds from UGC: Faculty
Improvement C : Funds from Pune University(SPPU) D: Funds from
Sadhu Vaswani Mission, Non-Govt. Bodies, Individuals and
Philanthropists All the funds have been optimally utilized for the
purpose(s) identified during annual meetings of the Management

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/6.4.3 Link for Additional Information.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Practice I: Mentoring for On-the-Job Training (OJT) Implementation
under NEP

In the 2023-2024 academic year, the college rolled out its first-
year UG and PG programs in accordance with the National Education
Policy (NEP). To meet NEP standards, the IQAC undertook crucial
measures to enhance quality by:

1. Creating a framework for OJT implementation for first-year PG
courses.

2. Systematically executing 'On-the-Job Training' (OJT) for PG
students in Humanities, Commerce, and Science streams.

The OJT initiative aimed to bridge the gap between academia and
industry, offering students practical experience in real-world
environments, ultimately enhancing their employability.

Impact:

This program led to improved employability, skill development in
specific fields, strengthened industry-academia partnerships, and

increased student engagement, facilitating connections with potential employers.

Practice 2: NEP-Aligned Assessment and Digital Integration

The IQAC focused on enhancing assessment methods by organizing a workshop for faculty on 'Question Paper Setting' with Course Outcome-Program Outcome (CO-PO) mapping. This aimed to align assessments with NEP's competency-based learning framework, ensuring evaluations accurately reflect students' learning achievements. Faculty also received training on uploading question papers to the Studium LMS to streamline the examination process.

Impact:

The workshop resulted in improved assessment quality, faculty competency, and efficient examination process through LMS integration.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/6.5.1_ADDL_INFO_NEP-OJT_PG_2023-2024_Signed.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The institute demonstrates a comprehensive approach to quality assurance in academics. The commitment of the IQAC to preserve the academic standards had a forward looking as well as Stock taking approach.

The two notable practices are:

• Regular generation of a Stream-wise and Subject-wise Pass Fail Report and analysis it duly shared with the departments.

The institute has implemented a systematic approach to monitoring academic performance by generating pass-fail reports semester wise. These reports help to identify trends, strengths, and areas requiring improvement. Stream-wise analysis helps in understanding the performance variations across different academic disciplines,

while subject-wise analysis pinpoints specific subjects that may need targeted interventions. Further, each faculty is able to identify their slow and fast learners.

• Student Feedback on Curriculum and Teaching with Corresponding Action Taken Report

The institute values student feedback on curriculum and teaching as a crucial element for continuous improvement. Feedback is systematically collected on content, delivery, and relevance of the curriculum, as well as the effectiveness of teaching methods. Followed by analysis and an Action Taken Report to identify concerns and suggestions. The report outlines specific measures implemented to enhance course content, teaching practices, or resources based on the feedback.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/6.5.2_Link_to_Addl_Info_Feedback_&_ATR_Signed.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://stmirascollegepune.edu.in/images/pdf/IQAC_Annual_report_2023-24.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

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 year

St. Mira's College's sociology department highlights the "Promotion of Gender Equity" as a basic human right in partnership with SPPU's Women's Studies Centre. Understanding how gender and culture are intertwined, the department has launched a number of programs to teach students about gender equity and sensitivity.

A number of initiatives were undertaken to educate the students about gender sensitivity.

Rising issues including diabetes and the importance of diet as a preventive step were stressed in a guest lecture was organised on women's health.

Students' viewpoints were widened by another lecture on "Sexuality Debates" that exposed them to normative conceptions, modernism, and sexuality as desire.

An orientation lecture titled Empowering Women; Eradicating Violence covered a program designed to prevent sexual violence among Indian college women.

A Talk on Women's Movement in post 1990s', was conducted to discuss about post-Mandal discussions, communal riots, the Demolition of the Babri Masjid, the Uniform Civil Code, and its consequences for the Indian women's movement.

These efforts, alongside similar initiatives across departments,

underscore the college's commitment to fostering gender equity among students, faculty and staff. This holistic approach ensures that the college community is equipped with knowledge and sensitivity to address gender issues effectively.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/7.1.1 Any Additional Information Link. Signed.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy   Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

B. Any 3 of the above

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

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Waste Identification: Degradable waste includes used paper, paper items, dry garden leaves, and wet food waste. Non-degradable waste encompasses electrical scrap, e-waste, writing stationery, used food and beverage packaging, broken glass equipment, laboratory liquid waste, and grey water from restrooms.

Segregation: Conservancy staff segregates waste into dry and wet categories from administrative and academic areas, sports grounds, and other zones. Segregated waste is placed in bins with dedicated chambers for proper sorting.

Reduce: Efforts focus on minimizing waste, such as reducing paper usage and wet waste. Biology labs avoid animal dissections, while Chemistry labs dilute solutions and dispose of harmless aqueous waste in sinks.

Reuse: Reuse practices include repurposing waste paper for

stationery, feeding leftover food to the resident dog, and creating newspaper bags for sanitary napkin disposal. Rainwater harvesting supports sustainability efforts.

Repair: Electrical and electronic equipment is repaired by staff or professionals to extend their lifespan and reduce waste.

Recycle: Authorized third-party vendors recycle waste paper, dry leaves, and non-operational electronics, with a buy-back option for replacements.

Disposal: Lunchbox waste, segregated sanitary waste, and non-contaminated lab waste are collected by conservancy staff and disposed of through the PMC garbage van and connected sewer system.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	[View File](#)
Geotagged photographs of the facilities	[View File](#)
Any other relevant information	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	[View File](#)
Any other relevant information	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered

> vehicles
> 3. **Pedestrian-friendly pathways**
> 4. **Ban on use of plastic**
> 5. **Landscaping**

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

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

B. Any 3 of the above

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

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards

A. Any 4 or all of the above

and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

St. Mira's College for girls is committed to fostering an inclusive environment that embraces and celebrates cultural, regional, linguistic, and socio-economic diversity. Various initiatives and events are organized throughout the year to promote tolerance and harmony among students, faculty, and staff. Key celebrations such as Independence Day, Teachers' Day, and Christmas Day honor national unity, respect for educators, and communal harmony.

Cultural, linguistic and Regional diversity is highlighted through events like Hindi Diwas, Marathi Bhasha Gaurav Din, and Sindhiyat, where students engage in performances and activities that celebrate India's linguistic heritage. The institution also observes Women's Day, emphasizing gender equality.

The college actively promotes socioeconomic and cultural diversity through various initiatives. These include celebrations like International Yoga Day, Independence Day, and International Women's Day, which foster inclusivity and unity. Additionally, the college organizes exhibitions on the Vedas and ancient mathematics, highlighting the richness of Indian heritage and encouraging knowledge sharing across diverse fields.Eco-conscious initiatives such as Green Idol Making promote environmental

sustainability while respecting traditional customs.

These efforts, combined with regular dialogues and activities, help build a campus atmosphere of inclusivity and mutual respect, ensuring that all individuals, regardless of their background, feel welcomed and valued.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Sensitizing students and employees to constitutional obligations is vital for fostering responsible citizenship. At St. Mira's College for Girls, Pune, various activities are organized to in still values such as civic duty, environmental responsibility, cultural respect, and historical awareness. Through events like the screening of Oppenheimer on Hiroshima Day and a documentary on Nagasaki Day, the college encourages reflection on the importance of peace and empathy. Similarly, the Independence Day celebrations promote patriotism and national unity.

The institution also organizes activities like Constitution Day, which highlights democratic values, and a voter registration drive to promote civic engagement. Environmental awareness is encouraged through initiatives such as the "Eco-friendly Ganesh" lecture and a "Best out of Waste" competition, which teach sustainability and creativity. Additionally, the observance of Human Rights Day fosters understanding of contemporary issues, while events like Rajya Krida Din, focusing on yoga, emphasize health and well-being.

These varied activities help students and employees appreciate their rights and responsibilities as citizens, nurturing them into individuals who are not only aware of their constitutional obligations but also dedicated to contributing positively to society?

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized   A. All of the above

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

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

St. Mira's College for Girls celebrates a wide range of national and international events, fostering values like duty, morality, and responsibility among its students. These celebrations include Teachers' Day, Holi, Ganesh Utsav, Kalarambh, Constitution Day, Marathi and Hindi Divas, and special exhibitions on Indian Knowledge Systems (IKS). Other notable observances include Independence Day, Republic Day, International Women's Day, Christmas, Rajya Krida Din, and Sindhiyat, all of which play a significant role in the cultural and educational life of the college. A particularly cherished part of the college is its

Library, which is dedicated to showcasing books related to these commemorative days. This tradition is actively supported by both faculty and students, encouraging the exploration of various themes relevant to each celebration. The faculty members, along with the college's management, work diligently to inspire a sense of patriotic fervour, resilience, and civic responsibility in students. These celebrations serve as opportunities to engage with diverse cultures, histories, and national values, preparing students to become responsible and informed citizens. Through such events, St. Mira's College aims to equip students not only with academic knowledge but also with a deep sense of social duty and moral integrity, making them better citizens in the future.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

At St. Mira's College for Girls, Pune, two best practices have been successfully implemented.

The first commendable practice Student Aid Program. This initiative aims to empower women through financial support, ensuring equitable access to education for students from diverse socio-economic backgrounds. The program offers partial or full tuition waivers based on financial need and academic merit, especially in response to challenges faced during the COVID-19 pandemic. It emphasizes transparency, merit-based aid distribution, and active donor engagement. Despite the challenges of funding, the program continues to support students from all disciplines, providing critical financial relief to those most in need.

The second notable practice is the establishment of a Centre for

Women Entrepreneurship, showcasing our commitment to empowering women in the entrepreneurial landscape.

CWE fosters entrepreneurial skills among students through educational programs, workshops, and events. In 2023-24, numerous activities were held, including lectures and competitions on innovation, business planning, and IP management. The CWE aims to equip students with the skills to pursue entrepreneurial careers, contributing to their empowerment and long-term financial stability.

These practices reflect St. Mira's commitment to fostering women's education and empowerment through financial aid and entrepreneurship.

File Description	Documents
Best practices in the Institutional website	https://www.stmirascollegepune.edu.in/images/pdf/7.2.1_best_practice_Signed.pdf
Any other relevant information	https://www.stmirascollegepune.edu.in/images/pdf/7.2.1_any_other_relevant_final_Signed.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

St. Mira's College for Girls has built a distinct reputation in the field of inclusive education, with a focus on empowering women through a holistic approach that nurtures their intellect, skills, and values. This approach is centred around three key pillars: Academic Excellence, Core Values, and a Nurturing Environment.

Academic Excellence forms the foundation of our institution. We offer industry-aligned vocational courses that are updated every three years. Practical learning is emphasized, and stakeholder feedback plays a crucial role in shaping our programs. Partnerships, such as with MILE, enhance global exposure and ensure student success.

Core Values, inspired by our Patron Saint Mirabai, are deeply ingrained in our ethos. We emphasize Simplicity, Service, Purity, and Prayer, alongside virtues like courage, non-violence,

kindness, forgiveness, and respect for all life. These values are vital for character building, which is our primary educational goal.

We foster inclusivity and a supportive learning atmosphere through initiatives like the Mental Well-Being Program, flexible learning pathways, strong teacher-student relationships, and financial assistance for students in need. Our Centre for Women Entrepreneurship promotes entrepreneurial skills, while the Placement Cell and dedicated sports programs support career development and holistic student growth.

Part B

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 are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

- **The institution aims at academic excellence and holistic development, through its 15 Programmes offered in various disciplines - 8 in UG, 6 at the PG level and 1 Ph.D. Programme in Womens' Studies.**

- **The autonomous status of the institution, enables a regular updation of the syllabi for all programmes, with clearly defined POs and COs.**

- **The Courses are designed to address the following development needs of students:**

- **Local development needs: Courses on Pune through the Lens of Culture and Heritage, Psychology of Self, Sociology of Everyday, Basics of Entrepreneurship, etc.**

- **Regional development needs: Courses on Maharashtratil Lokakala, Sociology of Maharashtra: Culture and Society, etc.**

- **National development needs: Courses on Overview of Indian Economy, Macro Sociology: Social Institutions, Constitution and Government of India, Hindi Sambhashan Kaushal, Glimpse of Ancient Indian Culture, Banking Procedures and Practices, Material Costing, Ancient Indian Mathematics, Income Tax, etc.**

- **Global development needs: Courses on Oriental Literatures: The Eccentric and the Divergent, Major Revolutions that Shaped World History, Financial Education, Women and Law, Cyber Law, Foundations of Statistics, Yoga and Sports Activities, Introduction to Salesmanship, Accounting Standards, Communication Skills, Business Environment, Web Technology, Principles of Programming and Algorithm, Business Ethics and Professional Values, International Trade, Web Services, etc.**

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	https://www.stmirascollegepune.edu.in/outcomes.php

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

14

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	[View File](#)
Details of syllabus revision during the year	[View File](#)
Any additional information	[View File](#)

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

406

File Description	Documents
Curriculum / Syllabus of such courses	[View File](#)
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	[View File](#)
MoUs with relevant organizations for these courses, if any	[View File](#)
Any additional information	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

219

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

14

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

Our curriculum emphasises critical cross-cutting themes, including gender roles, sustainable development, environmental awareness, business ethics, and personal growth, and works in tandem with our Centre for Women Entrepreneurship to help foster confident, innovative, and resourceful women aligned with the Atma Nirbhar Bharat vision. We integrate human rights, gender sensitivity, citizenship, national integration, and global issues like environmental protection and ethical business practices into all levels of study. The environmental awareness course equips undergraduate students with eco-friendly practices and ethical responsibility toward the environment. Courses in the Faculty of Arts explore gender dynamics, caste, religion, region, and women's roles in politics, supported by a doctoral program in Women's Studies. Humanities and Commerce programs emphasise sustainable development goals, gender-centred development, environmental crises, corporate social responsibility, and workplace ethics. Our Value-Based Sanctuary course fosters human values, ethical reasoning, and respect for all life forms. Additional offerings in social psychology, constitutional values, cybersecurity,

yoga, and meditation support balanced personal and professional growth. Aligned with NEP 2020, we promote ancient Indian knowledge through Indian Culture and Heritage courses, while community engagement initiatives enhance students' emotional intelligence and societal contribution. These efforts ensure graduates emerge as responsible citizens with strong ethical and professional foundations.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

20

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1202

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

558

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	**A. All 4 of the above**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.stmirascollegepune.edu.in/images/pdf/C1_Complete_Stakeholder_Feedback_Analysis_on_curriculum_2023-24.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following	**A. Feedback collected, analysed and action taken made available on the website**

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.stmirascollegepune.edu.in/images/pdf/C1_Complete_Stakeholder_Feedback_Analysis_on_curriculum_2023-24.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

915

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

417

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Mechanisms for Identification and Assessment of Learning Abilities

- **FYBA and FYBCOM Entry Level: Grade 12 marks determine eligibility for advanced courses in English, Banking, and Finance.**
- **SYBA and SYBCOM Level: Merit lists and cut-off marks are maintained for specialisations in English, Psychology, Banking, and Cost and Works Accounting.**
- **Continuous Internal Assignments: Teachers gauge students' abilities through ongoing assessments.**
- **Mentoring Sessions: Teacher-mentors understand students' strengths and weaknesses through one-on-one interactions.**
- **Certified Counsellors: Learning difficulties are addressed holistically and confidentially.**
- **Special One-on-One Sessions: Teachers help backlog students based on Pass-Fail reports.**

Programmes Offered

Advanced Learners:

- **Training for academic competitions and research paper**

presentations.
- **Leadership roles under the SOUL programme to teach Spoken English to diverse learners.**
- **Interdisciplinary collaborative learning through MILE, fostering international academic exposure.**

Learners with Differential Needs:

- **The curricula include units for all learning levels; textbooks and notes are offered both online and offline.**
- **Video recordings of lectures and practicals are uploaded on LMS Moodle and Google classroom.**
- **Special classes, tests and assignments are conducted.**
- **A two-month subsidized Spoken English extra credit course is run along with a language laboratory**

Outcome

The above measures ensure holistic student development by advancing high achievers' skills and supporting learners with differential needs effectively.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.stmirascollegepune.edu.in/images/pdf/Final_2.2.1_Links_for_Upload.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/07/2023	**2291**	**49**

File Description	Documents
Upload any additional information	[View File](#)

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:

All departments engage in Experiential Learning through

Activities such as the Theatre production "Shatter"; Film Screenings like "Mujib"; Guest Lectures like 'History and Principles of Hindustani Classical Music'"; Field visits to Wadas, Museums, Hospitals, and Literary Fest. College clubs like Magazine and Periodicals, Debate and Theatre club augment creative and practical learning. Project work such as "Making Geographical Booklets" are an integral part of students' learning experience.

The College emphasises Participative Learning through programmes such as MILE, the Mira International Learning Exchange with collaborative courses such as "Comparative Perspectives on Gender Inequality in India and the US". Students' seminars are held the UG and PG level. The Language Laboratory, Value Added Courses, Exhibitions and immersed Library engagements are ongoing participative activities along with Guest Lectures on Career Guidance.

Students engage with real-life problems and solutions through Conferences on "Innovations in Mental Health", Workshops like "Education Management"; Guest Lectures on environmental problems like "Ecofriendly Ganesha- Punaravaratan Clay Recycling Campaign" and "Women and Health" and "Case Studies on Taxation", Competitions such as "Best out of Waste"; teaching English to underprivileged students in SOUL.

These initiatives foster holistic education through experiential, participative, and problem-solving learning, enhancing students' creativity, critical thinking, and real-world engagement.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/2.3.1._Link_for_Add_Info_Document.pdf

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

The College campus is Wi-fi enabled with high-speed internet

for online, hybrid and blended classes and for examination proctoring, accessed by all teachers. Classrooms and Labs have LCD projectors; smart boards; interactive boards for teachers to use PPTs and videos to supplement teaching. The Computer Science, Computer Application, Electronics Lab, and Mathematics and Statistics Labs have computers with the required operating systems and software; internet facilities; printers; servers and LCD Projectors, well suited for software development and conducting practicals. The College Library has an online Digital Section with subscriptions to digital scholarly databases like NLIST and EBSCO HOST.

The College uses Moodle as its LMS, along with Google Classrooms. Recorded lectures are uploaded to Moodle which benefit returning students, below-average students and students with backlogs. The LMS repositories have notes, lecture-handouts, PPTs and PDFs. Assignment briefs, submissions and grading are done through Moodle. Faculty integrate YouTube videos, documentaries, movies, public lectures, blogs, TED Talks into lectures, along with sessions from MOOCs like Swayam, Coursera, NPTEL and other Open Courseware. Microsoft and Google workspace tools- MS Office, PowerPoint, Excel, Google Forms and Drive are used by faculty use for educational activities. New-age tools such as Padlet, and Flipgrid, are used.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://stmirascollegepune.edu.in/images/pdf/2.3.2_ICT_TOOLS_Webpage_for_Link_2023-24_Signed.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

49

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Academic Calendar at the Institution

The academic calendar outlines the institution's academic, co-curricular, and extracurricular activities planned for the year.

Mechanism: At the start of the academic year, departments and committees propose activities, which are compiled into a unified calendar by the Academic Calendar Committee and approved by the Principal. This ensures events are evenly distributed, maximizing student participation.

Components:

1. Students' Calendar:
    - Schedule of lectures and semester timelines for UG and PG students.
    - Examination schedules, including form-filling dates.
    - Annual activities with the Sadhu Vaswani Mission.
    - Library orientations, book displays, and observance of important days like Constitution Day, Pi Approximation Day, and Sports Day.
    - Co-curricular activities such as guest lectures, field visits, and intercollegiate events.
2. Institutional Calendar:
    - Admission and counseling dates.
    - Term commencements, exam dates, result declarations, and holidays.
    - Major institutional events.

Teaching Plans: Teachers create detailed plans, including course outcomes, monthly syllabus distribution, and assignment schedules. These plans are reviewed by HoDs and submitted to the IQAC for approval.

Adherence: Form A ensures activity details and outcomes are documented and approved. Implementation is monitored by HoDs and the Principal, with an annual review by the IQAC to address any challenges.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

49

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

18

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

13

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

29

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

2

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The integration of IT and examination reforms has enhanced accuracy, reproducibility, time management and repository capacity within the College's examination management system. These reforms address three key areas:

A. Examination Procedures and Processes

- **Students receive orientation on evaluation methodologies.**

- **Examination forms, timetables and hall tickets are published on website.**
- **Faculty are notified via email for question paper setting schedules.**
- **Subject experts prepare three sets of question papers, verified by COE and uploaded to paper picker software.**
- **One day before exams, printing Question papers using software that randomly selects a set, utilizing high-speed printers.**
- **Inclusive provisions like customized timings and writers are provided for Divyangjan students.**

B. IT Integration and Reforms

- **ERP - Studium generates hall tickets and facilitates marks entry for NEP classes, with attainment question paper uploading underway.**
- **Marks are uploaded automatically into system.**
- **Pass-fail reports are published online and emailed to faculty.**
- **Marksheets include QR codes and student photographs.**
- **The examination cell has exclusive password-protected Wi-Fi.**

C. Continuous Internal Assessment As an autonomous college, 40% of marks are allocated for internal assessment and 60% for end-semester exams. Internal results are maintained in Sheets for student verification.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/2.5.3_Link_for_Additional_Info_Signed.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The formal Programme Outcomes (POs) of the college align with the Programme Specific Outcomes (PSOs) and Course Outcomes

(COs) of each department. The college's vision and mission are translated into measurable skills and competencies through the COs, which are linked to evaluation. The setting of syllabi considers the PSOs and COs, with changes approved by the Board of Studies (BOS), Academic Council, and Management Board.

The adopted POs fall into three main areas:

- Academic Competence
- Personal, Behavioral, and Skill-based Competence
- Ethical, Moral, and Social Competence

These are integrated into curricula along with employability and entrepreneurship skills. The POs and COs are communicated through the college website, hard copies in departments and the library, and through Moodle LMS and Studium. Orientation sessions for incoming students also explain these objectives. Additionally, workshops are held to develop POs and COs.

Assessment methods include continuous internal assessments such as tests, quizzes, assignments, presentations, projects, and seminars. Performance analysis reports track the attainment levels of outcomes, aiding future syllabi structuring. Feedback from alumni, employers, and exit surveys is used for further evaluation. Detailed course reports indicate how course outcomes are executed.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/2.6.1_Link_for_Add_Info.pdf

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The fulfillment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) is achieved through the implemented curricula, with Course Outcomes (COs) specified for each course and mapped to POs and PSOs. The clear mapping of Programme Outcomes, Course Outcomes, and Evaluation Methodology is established during syllabi formation for all programs.

Assessment, Evaluation, and Measurement methods for POs/PSOs can be broadly categorized into Direct Assessment Methods and Indirect Assessment Methods. Direct methods incorporate two internal assessments and one end-semester external assessment. Various assessment tools such as Online Written Tests, Offline Closed and Open book Tests, Quizzes, MCQs, Field Assignments, Laboratory Assignments, Presentations, Projects, Seminars, and Vivas are employed in continuous internal assessment. Rubrics with multiple competencies ensure fair evaluations, keeping COs in focus due to their prior mapping to POs.

Question papers undergo scrutiny by Department Heads and the Exam Committee, with Performance Analysis reports indicating outcome attainment levels.

Indirect Assessment methods include Alumni Feedback, Exit Survey, and Employer Feedback, providing insights into real-world PO attainment. Successful Placement Records and Higher Education achievements also serve as additional evidence for the attainment of POs and Cos.

ERP studium is used for question paper uploading and attainment through it is underway

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/2.6.2_Link_for_Additional_Information_Signed.pdf

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

584

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://www.stmirascollegepune.edu.in/images/pdf/2.6.3_Web_site_Link.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://stmirascollegepune.edu.in/images/pdf/2.7.1_Student_Satisfaction_Survey-2023-24.pdf

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

St. Mira's College fosters a dynamic research culture among faculty and students, aimed at enhancing academic and professional growth.

? Key research initiatives include organizing seminars, conferences, and publishing student research in conference proceedings.

? Faculty and students actively participate in state and national research paper competitions.

? Support is provided for applying to research projects.

? The Research Policy ensures that all activities align with university regulations and adhere to ethical research practices.

? Faculty research addresses contemporary, socially relevant issues, with research methodology integrated at undergraduate

and postgraduate levels.

? Faculty members are recognized as research guides by the affiliating university, and national agencies fund research projects.

? Regular discussion groups come together to engage with research questions

? The library is well stocked with both digital and other resources to support research

? A Research Centre in Women's Studies has been established to create a conducive environment for research and foster scientific inquiry.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://naac.stmirascollegepune.edu.in/pdf/policies/Research_Policy_2021.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

0

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

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

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

0

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/3.2.2_Nil_Report.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

8

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

0

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://stmirascollegepune.edu.in/images/pdf/3.2.2_Nil_Report.pdf
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

St. Mira's College for Girls is dedicated to fostering the all-

round development of its students, aiming to prepare them for excellence across various professional domains. A robust ecosystem for research, innovation, and community orientation forms the foundation of this commitment. Training sessions like "Navigate, Discover, Excel: Leveraging EBSCO Resources" guide students in maximizing digital research platforms, enhancing their ability to conduct in-depth academic investigations. Additionally, the seminar "India as a Global Leader: Perceptions and Reality" offers Economics postgraduate students a forum to critically evaluate India's role in global leadership. To nurture entrepreneurial potential, the college hosts "Mira Fest," a two-day event where students cultivate essential business skills through hands-on experiences. In alignment with the college's mission to promote inclusivity, community-oriented workshops are held, including one on policies for inclusive education, equipping students with knowledge on diversity and inclusivity in educational environments. Innovation and incubation are further supported through the "ZENITH Repository," a platform dedicated to fostering creative projects. Furthermore, the college hosted a National-Level Psychology Conference on Innovations in Mental Health, bringing together experts to discuss advancements in mental health practices. Through these diverse initiatives, St. Mira's College for Girls provides its students with a rich ecosystem that promotes research skills, entrepreneurial spirit, community awareness, and innovation, empowering them to excel in their future careers.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.stmirascollegepune.edu.in/aboutcwe.php

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

32

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	**A. All of the above**

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

4

File Description	Documents
URL to the research page on HEI website	https://stmirascollegepune.edu.in/research.php
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

6

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

3

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/3.4.4_Book_chapter_add._info.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

138

File Description	Documents
Any additional information	**View File**
Bibliometrics of the publications during the year	**View File**

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

16

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**View File**
Any additional information	**View File**

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

1.18450

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	**View File**
List of consultants and revenue generated by them	**View File**
Any additional information	**View File**

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

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

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

St. Mira's College for Girls actively promotes compassionate and socially responsible individuals through various initiatives. These efforts empower students to contribute to societal betterment and environmental preservation, reflecting the college's commitment to holistic development.

During the year 2023-2024, various extension activities were conducted in the neighbourhood to engage students with pressing social issues, fostering their holistic development. These initiatives included awareness drives on environmental sustainability, health and hygiene camps, and workshops on gender equality and inclusivity. Through collaborations with local communities, students were exposed to real-world challenges, enhancing their problem-solving and interpersonal skills.

Such hands-on involvement cultivated empathy and a sense of social responsibility among students. For instance, participation in literacy programs for underprivileged children helped students understand the transformative power of education, while environmental cleanup drives instilled a commitment to sustainable living

The activities complemented classroom learning by fostering critical thinking and collaborative abilities, leading to the

students' all-round development. Furthermore, feedback from community members highlighted the positive influence of these activities, showcasing students as change agents. Overall, the initiatives created a bridge between academic knowledge and its application, ensuring that students developed into socially aware and responsible individuals prepared to tackle future challenges.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/3.6.1 Link for Additional Info PPT.pdf

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 the year

0

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

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

21

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

537

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

85

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

10

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

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 equipments, etc.

St. Mira's College for Girls fulfils the Conditions and

Procedures for establishment and maintenance of infrastructure. The teaching-learning processes include ICT in the form of Video-Conferencing, LCD presentations with the help of efficient internet connectivity. All departments of the college are well equipped with adequate furniture, equipment and books.

Infrastructural resources:

Classrooms: The college has 44 classrooms with adequate ventilation and seating furniture, out of which 9 classrooms are equipped with LCD projectors.

Laboratories: The existing 7 laboratories are fully equipped with equipment and 163 computers with power backup for conducting practical of designated courses. Various labs like Electronics, Psychology and Language lab uses tests, kits and computers to provide subject related practical solutions.

Cultural Facilities:

3 Seminar halls equipped with LCD projector and sound system:

A well-equipped state of the art auditoriumwith 500 seating capacity and an Audio-visual room with 200 seating capacity is widely used by faculty and students for cultural and academic activities. A large Sanctuary Hall on ground floor is used for value education sessions and yoga practice.

Sports:

College provides both Indoor and Outdoor sports facilities like Basketball court, Volleyball Court, Kabaddi Ground, Athletics straight track etc and a gymnasium for indoor sports.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/4.1.1_LMS_AND_POLICY-WEB_LINK.pdf

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

The St. Mira's College has a vibrant campus spread over around

3 acres that is suitable for both indoor and outdoor games. Students are also encouraged to participate in the different cultural activities and they are awarded and rewarded accordingly.

College provides following Outdoor sports facilities-

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) and Tennis Court/ Badminton Open Court

College provides Indoor sports facilities-

- Gymnasium
- Table Tennis Hall
- Yoga training and practice session in Sanctuary Hall.

Infrastructure for cultural facilities-

We have 3 ICT enabled halls with LCD projectors and adequate audio & lighting systems.

- 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.

- 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.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/4.1.2_weblink_Cultural_Facilities_2023-24_Signed.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

47

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

27.58888

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The Library is automated with installation of Pune based popular software ILMS- SLIM21. Colon Classification Scheme is used for organization of reading material which is supported by the software. Some of the automated important functions are as follows:

- **Acquisition**

- **Cataloguing**

- **Circulation**

- **Serial Control**

- **Barcode Technology Integration**

- **Book cover images uploading**

- Summaries

- Key-words

- Reissuing, reserving and automated e-mail messages.

- Use of SLIM21 Library Assistant SM21

WebOPAC (Online Catalogue):

Accessible 24X7. It is enriched with feature like-

- Real-time Circulation status.

- Material location.

- Book Cover Images.

- QR Codes, Google Preview, Key words.

- Journal List.

? Login credential request form.

? Embedded links for access to EBSCO Databases, NLIST and E-journals.

? New Arrivals list.

Other Digital facilities and services:

- Library Webpage - enriched with Journal TOCs, New Arrivals, portal to online resources, etc.

- Digital repository

- BLOG

- 8 Desktops to access WebOPAC&E-resources.

- Photocopying

- TV and DD dish for viewing Swayamprabha channels.

- Library subscribes to e-resources and print journals

Spectrum of Library Utilization includes:

Variety of books, journals, newspapers, magazines, online resources, previous years'question papers, decoration material, spaces for lectures, exhibitions, meetings, etc.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://114.143.146.202/w27/

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

7.77761

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

294

File Description	Documents
Upload details of library usage by teachers and students	[View File]()
Any additional information	[View File]()

4.3 - IT Infrastructure

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

The entire campus of St. Mira's College has a Leased Line network coverage (LAN/Wi-Fi) of 50 Mbps provided by TATA Teleservices. The college has 7 laboratories consisting of 172 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.

College has a policy on IT & Usage of Computers which is applicable to all employees and students. 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.

For internal security, to protect our data form malicious attack, an antivirus software 'Quick Heal' is installed across all computers. Our admin section is equipped with 35 computers, 5 laptops, 10 printers, 2 scanners, 2 servers and the library with 16 computers,1 server and 1 xerox machine. 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 an AMC for maintenance of all IT equipment, both hardware and software.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/5_IT_Policy_DVV_23-24.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
2291	**181**

File Description	Documents
Upload any additional information	[View File]

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	[View File]
Upload any additional information	[View File]

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

E. None of the above

File Description	Documents
Upload any additional information	[View File]
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/4.3.4_e-content-WEB_LINK.pdf
List of facilities for e-content development (Data Template)	[View File]

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

13.37045

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	[View File](#)

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

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

Physical-

• Well maintained seminar halls are utilized to encourage extra and co-curricular activities.

• Annual Maintenance Contracts are in place to maintain all kinds of infrastructure facilities.

Academic -

• There are policies for maintaining the classrooms and Laboratories for conducting lectures and practical.

Support-

• The College Library spread across two floors, has some pre decided code of conduct to follow by staff, students of the college.

o Members can access E-resources under NLIST and EBSCO Databases- Academic Search Elite, Literary Reference Centre and Master File Elite.

o Members are responsible for the physical condition of any items checked out on their card.

o Students and staff are expected to enter their details at the entrance of the library.

o Special services are available for 'Divyaang'.

• For Sports Facilities & Procedures following are the Sports Facilities Available in the college.

- **The college boasts of a gymnasium equipped with modern physical exercise and fitness equipmentTraining**

- **Students participating in different sports activities practice.**

- **During Physical Education lectures yoga and various fitness activities are practised.**

Annual Sports day is organized every year.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/4_Infrastructure_Utilization_and_Maintenance_Policy_DVV_23-24.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

188

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	[View File](#)
Upload any additional information	[View File](#)

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

431

File Description	Documents
Upload any additional information	[View File](#)
Institutional data in prescribed format	[View File](#)

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology	A. All of the above

File Description	Documents
Link to Institutional website	https://www.stmirascollegepune.edu.in/images/pdf/5.1.3_Links_Website_Upload_Capacilty_Development_2023-24.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

1644

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

54

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

121

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

27

File Description	Documents
Upload supporting data for students/alumni	[View File](#)
Any additional information	[View File](#)

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

5

File Description	Documents
e-copies of award letters and certificates	[View File](#)
Any additional information	[View File](#)

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The Student Council 2023-24 was formally installed on September 2, 2023, with an oath-taking

ceremony led by Principal Dr. Jaya Rajagopalan. Throughout the year, the council organized various events promoting cultural, social, and environmental awareness. Key events included Teachers' Day celebrations with retro-themed activities, Ganesh Sthapana and eco-friendly Visarjan, and Christmas festivities featuring a nativity play and carols. The council also conducted a Winter Clothes Donation Drive, collecting contributions for Goonj NGO, and organized a Green Ideas competition to promote sustainability through innovative student videos. Helpers Day in February, honoured the efforts of the college's support staff with heartfelt gestures and games. The council actively participated in mission programs, delivered Friday Sanctuary Talks, and maintained discipline during college events such as Marathi and Hindi Divas. Council members collaborated across departments to ensure the success of all events. They emphasized inclusivity, environmental consciousness, and community service. The council comprised 16 dedicated students, with TYBCOM's Riya Baretto serving as University Representative, guided by faculty coordinators led by Veena Kenchi. Their collective efforts fostered unity and enriched the college and vibrant culture.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.stmirascollegepune.edu.in/images/pdf/5.3.2_Digital_sign_Add_Info_Student_Council_2023-24_Signed.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

58

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

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The Alumni Association of St. Mira's College invited Ms.Naheed Vakaria (BBA, 2013-16, at present working with Bank of New York Mellon as client services groupspecialist) and Ms. Devyani Rupeeja (B. Sc, M. Sc, 2018-20 currently working with Deloitte as a softwareprofessional) to conduct an informative session on the Alumni Association in Student Induction Programme on 10th July 2023, highlighting its significance in fostering a strong network of professionals.

Sakshi Brahma, sang in Sanctuary on 11th of December 2023 to pay homage to the Almighty.

Ms Smita Borkar organized a workshop on "Java Development using Spring Framework" on 21st December 2023 from 11:00 am for the students of TYBSc and MSc Computer Science.

A change of members in the Alumni Association was initiated in February 2024 through an online meeting. New members were inducted who would first understand their position and the

responsibilities. Till then the old composition of members would operate.

The Alumni Association donated a sum of Rs 1,29,308 to help organize a National Level Conference "Innovations in Mental Health- Fostering Contemporary Modalities for a Healthier Future" on 3rd and 4thFebruary2024.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.stmirascollegepune.edu.in/images/pdf/5.4.1 Link For Add Info sign digital Signed.pdf

5.4.2 - Alumni's financial contribution during the year	**E. <2 Lakhs**

File Description	Documents
Upload any additional information	[View File](#)

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

St. Mira's College for Girls, established in 1962, has grown significantly over 60 years with the support of its management board. Guided by its vision and mission, the college prioritizes the betterment of its stakeholders. It has an inclusive organizational structure comprising Statutory and Non-Statutory Committees, ensuring seamless academic and non-academic activities. The governance model is decentralized and participative, enabling faculty and student involvement in decision-making through committee representation. The Internal Quality Assurance Cell (IQAC) ensures continuous improvement and optimal performance across academic and administrative domains. The college emphasizes incremental growth through a multidisciplinary approach, collaborating with industry and academic partners. Aligning with the National Education Policy (NEP) 2020, St. Mira's College has established committees to design and implement action plans, achieving 100% student

**registration on the Academic Bank of Credits (ABC) portal. All
initiatives are executed in accordance with the institution's
perspective plan, ensuring effective governance and development
while fostering a collaborative and innovative environment for
its stakeholders. During 2023-24, the NEP Committee work
towards implementation of various UG and PG courses across the
Arts, Commerce and Science streams. Further, the committee
oriented the faculty towards methodical introduction of courses
within the framework of NEP 2020.**

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.stmirascollegepune.edu.in/about-us-tab.php

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

**The college ensures efficient functioning through a blend of
decentralization and participative management, allowing every
member to realize their potential and actively contribute to
decision-making. Decentralization safeguards individual
interests, promotes collective solidarity, and provides a
platform for free and fair expression of opinions. A culture of
participative management is fostered by involving all
stakeholders—faculty, staff, and students—in daily
administration and strategic planning. Departments are granted
functional autonomy, enabling them to independently manage
operational decisions within their disciplines. Various
activities are executed through committees comprising teaching
and non-teaching staff and student coordinators, ensuring
inclusivity and collaboration. The Internal Quality Assurance
Cell (IQAC) plays a pivotal role by facilitating decentralized
governance through sub-committees for each criterion. Regular
meetings are held to ensure systematic documentation, seamless
coordination, and timely data submission. By establishing well-
defined committees and cells aligned with a comprehensive
perspective plan, the college ensures effective delegation of
power and authority. This approach strengthens leadership
skills at all levels and supports efficient decision-making and
implementation. The participative and decentralized framework**

fosters innovation, collaboration, and a sense of collective responsibility, creating an inclusive and dynamic environment for holistic institutional growth.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/6.1.2-Link_for_Additional_Information.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The Perspective Plan of the college has been prepared for a period of 10 years from 2017-18 to 2026-27. The IQAC ensures deployment of the Perspective Plan on an incremental basis.

In 2023-2024 the college geared up for implementation of New Education Policy through finalization credit structure, curriculum development and faculty development initiatives.

The curriculum development was done keeping in mind the flexibility, multidisciplinary learning, and skill enhancement as per NEP.

Reimagination of curricula to incorporate multidisciplinary approaches, enabling students to explore diverse fields of study. The introduction of credit-based systems and multiple entry-exit options aligning with NEP's vision aimed at integrating vocational and skill-based courses to enhance employability and meet industry demands.

The college also initiated faculty development programs for effective curriculum execution aligning with teaching methodologies with NEP's learner-centric approach. Workshops on designing Program Outcomes and mapping them with Course

Outcomes were conducted. Through these reforms the college aims to foster a holistic and competitive education system, supporting the NEP's goal.

Further the college strengthened collaborations with industry for enhanced employability under On – The Job Training (OJT) as required under NEP.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/6.2.1 Additional Information.pdf
Upload any additional information	[View File](#)

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

The college, with a rich legacy of over 60 years, operates under the guidance of a supportive Board of Management and follows a well-established decentralized administrative structure. The Principal, as the institution's chief executive, leads with support from the Vice-Principal and the Internal Quality Assurance Cell (IQAC), ensuring quality assurance mechanisms are implemented effectively at all levels. The college administration thrives on the collective efforts of the Principal, teaching and non-teaching staff, students, and stakeholders to achieve common goals. A robust examination department ensures the fair and transparent conduct of examinations, while the sports and library departments contribute significantly to the holistic development of students. The college office, comprising the Registrar and office staff, efficiently coordinates administrative activities. Policies and service rules, in alignment with UGC guidelines and amendments, are periodically reviewed and updated to meet institutional needs. The IQAC plays a pivotal role in fostering quality improvements across various functions, while the comprehensive college handbook provides detailed information on the roles and responsibilities of institutional bodies, ensuring clarity and smooth operations. Together, these elements uphold the college's commitment to excellence in education and administration.

File Description	Documents
Paste link to Organogram on the institution webpage	https://naac.stmirascollegepune.edu.in/organogram.php
Upload any additional information	View File
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/6.2.2_Link_to_Additional_Information_Signed.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

The institution demonstrates a strong commitment to the well-being and professional development of its teaching and non-teaching staff through a range of welfare and support programs. These initiatives are thoughtfully designed to enhance staff welfare, nurture academic and research capabilities, and create a positive working environment. To honor its educators, the institution recognizes their contributions on Teachers' Day, fostering appreciation and morale. Additionally, free lunches are provided on the birth and death anniversaries of the founders, reflecting respect for the institution's legacy and promoting a sense of unity. The college prioritizes convenience and connectivity by offering free Wi-Fi across the campus, ensuring seamless access to digital resources for teaching,

research, and administrative tasks. Professional growth is actively encouraged through the provision of duty leaves and financial support for staff to participate in research activities, academic conferences, and professional workshops. These measures empower staff to enhance their knowledge, contribute to their fields, and uphold the institution's academic excellence. By combining welfare initiatives, recognition programs, and career development support, the institution creates a nurturing environment that motivates staff, enriches their professional lives, and aligns with the institution's goals of fostering holistic growth and excellence.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.stmirascollegepune.edu.in/images/pdf/6.3.1-Link_for_Additional_Information_final.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

6

File Description	Documents
Upload any additional information	[View File](#)
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	[View File](#)

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

7

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

14

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institution ensures a robust financial ecosystem by providing comprehensive financial advisory support for fund planning, utilization, account maintenance, and auditing. The college cashier tallies all transactions daily, ensuring accuracy. Monthly statements are reviewed and reconciled accordingly. Accounts are maintained digitally, finalized systematically, and subjected to thorough scrutiny.

External auditors are appointed annually through a Management Representative letter. These auditors meticulously review documents, vouchers, bills, and financial statements, including the Balance Sheet and Income and Expenditure Account, in adherence to applicable accounting policies. This process ensures transparency and compliance.

A routine annual audit is conducted to verify the proper maintenance of the institution's Books of Accounts. The audit emphasizes the verification of statutory payments such as TDS,

Professional Tax, PF, and ESI remittances. Additionally, it evaluates the disbursement and utilization of both Government and Non-Government funds.

The audit report provides detailed observations, highlighting areas of compliance and opportunities for improvement. This systematic approach ensures the institution's financial operations are not only accurate and efficient but also aligned with regulatory standards, reinforcing its commitment to financial integrity and accountability.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/6.4.1 Link to additional Information.pdf

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

4.5

File Description	Documents
Annual statements of accounts	[View File](#)
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	[View File](#)
Any additional information	[View File](#)

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

The institution adheres to a Resource Mobilization Policy that upholds accountability and transparency in the mobilization and utilization of resources. It ensures sufficient budgetary allocations for academic, administrative, and developmental activities. The mechanism involves the Principal and Finance Committee identifying avenues for resource mobilization suitable for higher education institutions. An Annual Budget is prepared in consultation with the Finance and Purchase

Committees, outlining major allocation heads. The proposed budget is scrutinized and approved by the Governing Council, with all decisions documented in meeting minutes. Utilization of the budget is carefully monitored, and statutory auditors provide guidance on financial matters. In 2023-2024, the college actively pursued feasible funding sources to enhance institutional growth and sustainability. This systematic approach ensures effective financial planning and aligns with the institution's goals of promoting excellence in higher education. A: Funds from UGC: [Autonomy and XII Plan Grants] B: Funds from UGC: Faculty Improvement C : Funds from Pune University(SPPU) D: Funds from Sadhu Vaswani Mission, Non-Govt. Bodies, Individuals and Philanthropists All the funds have been optimally utilized for the purpose(s) identified during annual meetings of the Management

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/6.4.3_Link_for_Additional_Information.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Practice I: Mentoring for On-the-Job Training (OJT) Implementation under NEP

In the 2023-2024 academic year, the college rolled out its first-year UG and PG programs in accordance with the National Education Policy (NEP). To meet NEP standards, the IQAC undertook crucial measures to enhance quality by:

1. Creating a framework for OJT implementation for first-year PG courses.

2. Systematically executing 'On-the-Job Training' (OJT) for PG

students in Humanities, Commerce, and Science streams.

The OJT initiative aimed to bridge the gap between academia and industry, offering students practical experience in real-world environments, ultimately enhancing their employability.

Impact:

This program led to improved employability, skill development in specific fields, strengthened industry-academia partnerships, and increased student engagement, facilitating connections with potential employers.

Practice 2: NEP-Aligned Assessment and Digital Integration

The IQAC focused on enhancing assessment methods by organizing a workshop for faculty on 'Question Paper Setting' with Course Outcome-Program Outcome (CO-PO) mapping. This aimed to align assessments with NEP's competency-based learning framework, ensuring evaluations accurately reflect students' learning achievements. Faculty also received training on uploading question papers to the Studium LMS to streamline the examination process.

Impact:

The workshop resulted in improved assessment quality, faculty competency, and efficient examination process through LMS integration.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/6.5.1_ADDL_INFO_NEP-OJT_PG_2023-2024_Signed.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The institute demonstrates a comprehensive approach to quality assurance in academics. The commitment of the IQAC to preserve the academic standards had a forward looking as well as Stock taking approach.

The two notable practices are:

• Regular generation of a Stream-wise and Subject-wise Pass Fail Report and analysis it duly shared with the departments.

The institute has implemented a systematic approach to monitoring academic performance by generating pass-fail reports semester wise. These reports help to identify trends, strengths, and areas requiring improvement. Stream-wise analysis helps in understanding the performance variations across different academic disciplines, while subject-wise analysis pinpoints specific subjects that may need targeted interventions. Further, each faculty is able to identify their slow and fast learners.

• Student Feedback on Curriculum and Teaching with Corresponding Action Taken Report

The institute values student feedback on curriculum and teaching as a crucial element for continuous improvement. Feedback is systematically collected on content, delivery, and relevance of the curriculum, as well as the effectiveness of teaching methods. Followed by analysis and an Action Taken Report to identify concerns and suggestions. The report outlines specific measures implemented to enhance course content, teaching practices, or resources based on the feedback.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional information	https://stmirascollegepune.edu.in/images/pdf/6.5.2_Link_to_Addl_Info_Feedback_&_ATR_Signed.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)	**A. Any 4 or all of the above**

File Description	Documents
Paste the web link of annual reports of the Institution	https://stmirascollegepune.edu.in/images/pdf/IQAC_Annual_report_2023-24.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

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 year

St. Mira's College's sociology department highlights the "Promotion of Gender Equity" as a basic human right in partnership with SPPU's Women's Studies Centre. Understanding how gender and culture are intertwined, the department has launched a number of programs to teach students about gender equity and sensitivity.

A number of initiatives were undertaken to educate the students about gender sensitivity.

Rising issues including diabetes and the importance of diet as a preventive step were stressed in a guest lecture was organised on women's health.

Students' viewpoints were widened by another lecture on "Sexuality Debates" that exposed them to normative conceptions, modernism, and sexuality as desire.

An orientation lecture titled Empowering Women; Eradicating Violence covered a program designed to prevent sexual violence among Indian college women.

A Talk on Women's Movement in post 1990s', was conducted to discuss about post-Mandal discussions, communal riots, the Demolition of the Babri Masjid, the Uniform Civil Code, and its consequences for the Indian women's movement.

These efforts, alongside similar initiatives across departments, underscore the college's commitment to fostering gender equity among students, faculty and staff. This holistic approach ensures that the college community is equipped with knowledge and sensitivity to address gender issues effectively.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://stmirascollegepune.edu.in/images/pdf/7.1.1 Any Additional Information Link . Signed.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	B. Any 3 of the above

File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	[View File](#)

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Waste Identification: Degradable waste includes used paper, paper items, dry garden leaves, and wet food waste. Non-degradable waste encompasses electrical scrap, e-waste, writing stationery, used food and beverage packaging, broken glass equipment, laboratory liquid waste, and grey water from restrooms.

Segregation: Conservancy staff segregates waste into dry and wet categories from administrative and academic areas, sports grounds, and other zones. Segregated waste is placed in bins with dedicated chambers for proper sorting.

Reduce: Efforts focus on minimizing waste, such as reducing paper usage and wet waste. Biology labs avoid animal dissections, while Chemistry labs dilute solutions and dispose of harmless aqueous waste in sinks.

Reuse: Reuse practices include repurposing waste paper for stationery, feeding leftover food to the resident dog, and creating newspaper bags for sanitary napkin disposal. Rainwater harvesting supports sustainability efforts.

Repair: Electrical and electronic equipment is repaired by staff or professionals to extend their lifespan and reduce waste.

Recycle: Authorized third-party vendors recycle waste paper, dry leaves, and non-operational electronics, with a buy-back option for replacements.

Disposal: Lunchbox waste, segregated sanitary waste, and non-contaminated lab waste are collected by conservancy staff and disposed of through the PMC garbage van and connected sewer system.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

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

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

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

B. Any 3 of the above

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms

A. Any 4 or all of the above

and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

St. Mira's College for girls is committed to fostering an inclusive environment that embraces and celebrates cultural, regional, linguistic, and socio-economic diversity. Various initiatives and events are organized throughout the year to promote tolerance and harmony among students, faculty, and staff. Key celebrations such as Independence Day, Teachers' Day, and Christmas Day honor national unity, respect for educators, and communal harmony.

Cultural, linguistic and Regional diversity is highlighted through events like Hindi Diwas, Marathi Bhasha Gaurav Din, and Sindhiyat, where students engage in performances and activities that celebrate India's linguistic heritage. The institution also observes Women's Day, emphasizing gender equality.

The college actively promotes socioeconomic and cultural diversity through various initiatives. These include celebrations like International Yoga Day, Independence Day, and International Women's Day, which foster inclusivity and unity.

Additionally, the college organizes exhibitions on the Vedas and ancient mathematics, highlighting the richness of Indian heritage and encouraging knowledge sharing across diverse fields.Eco-conscious initiatives such as Green Idol Making promote environmental sustainability while respecting traditional customs.

These efforts, combined with regular dialogues and activities, help build a campus atmosphere of inclusivity and mutual respect, ensuring that all individuals, regardless of their background, feel welcomed and valued.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Sensitizing students and employees to constitutional obligations is vital for fostering responsible citizenship. At St. Mira's College for Girls, Pune, various activities are organized to in still values such as civic duty, environmental responsibility, cultural respect, and historical awareness. Through events like the screening of Oppenheimer on Hiroshima Day and a documentary on Nagasaki Day, the college encourages reflection on the importance of peace and empathy. Similarly, the Independence Day celebrations promote patriotism and national unity.

The institution also organizes activities like Constitution Day, which highlights democratic values, and a voter registration drive to promote civic engagement. Environmental awareness is encouraged through initiatives such as the "Eco-friendly Ganesh" lecture and a "Best out of Waste" competition, which teach sustainability and creativity. Additionally, the observance of Human Rights Day fosters understanding of contemporary issues, while events like Rajya Krida Din, focusing on yoga, emphasize health and well-being.

These varied activities help students and employees appreciate their rights and responsibilities as citizens, nurturing them into individuals who are not only aware of their constitutional

obligations but also dedicated to contributing positively to society?

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

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

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

St. Mira's College for Girls celebrates a wide range of national and international events, fostering values like duty, morality, and responsibility among its students. These celebrations include Teachers' Day, Holi, Ganesh Utsav, Kalarambh, Constitution Day, Marathi and Hindi Divas, and special exhibitions on Indian Knowledge Systems (IKS). Other notable observances include Independence Day, Republic Day,

International Women's Day, Christmas, Rajya Krida Din, and Sindhiyat, all of which play a significant role in the cultural and educational life of the college. A particularly cherished part of the college is its Library, which is dedicated to showcasing books related to these commemorative days. This tradition is actively supported by both faculty and students, encouraging the exploration of various themes relevant to each celebration. The faculty members, along with the college's management, work diligently to inspire a sense of patriotic fervour, resilience, and civic responsibility in students. These celebrations serve as opportunities to engage with diverse cultures, histories, and national values, preparing students to become responsible and informed citizens. Through such events, St. Mira's College aims to equip students not only with academic knowledge but also with a deep sense of social duty and moral integrity, making them better citizens in the future.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

At St. Mira's College for Girls, Pune, two best practices have been successfully implemented.

The first commendable practice Student Aid Program. This initiative aims to empower women through financial support, ensuring equitable access to education for students from diverse socio-economic backgrounds. The program offers partial or full tuition waivers based on financial need and academic merit, especially in response to challenges faced during the COVID-19 pandemic. It emphasizes transparency, merit-based aid distribution, and active donor engagement. Despite the

challenges of funding, the program continues to support students from all disciplines, providing critical financial relief to those most in need.

The second notable practice is the establishment of a Centre for Women Entrepreneurship, showcasing our commitment to empowering women in the entrepreneurial landscape.

CWE fosters entrepreneurial skills among students through educational programs, workshops, and events. In 2023-24, numerous activities were held, including lectures and competitions on innovation, business planning, and IP management. The CWE aims to equip students with the skills to pursue entrepreneurial careers, contributing to their empowerment and long-term financial stability.

These practices reflect St. Mira's commitment to fostering women's education and empowerment through financial aid and entrepreneurship.

File Description	Documents
Best practices in the Institutional website	https://www.stmirascollegepune.edu.in/images/pdf/7.2.1_best_practice_Signed.pdf
Any other relevant information	https://www.stmirascollegepune.edu.in/images/pdf/7.2.1_any_other_relevant_final_Signed.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

St. Mira's College for Girls has built a distinct reputation in the field of inclusive education, with a focus on empowering women through a holistic approach that nurtures their intellect, skills, and values. This approach is centred around three key pillars: Academic Excellence, Core Values, and a Nurturing Environment.

Academic Excellence forms the foundation of our institution. We offer industry-aligned vocational courses that are updated every three years. Practical learning is emphasized, and stakeholder feedback plays a crucial role in shaping our

programs. Partnerships, such as with MILE, enhance global
exposure and ensure student success.

Core Values, inspired by our Patron Saint Mirabai, are deeply
ingrained in our ethos. We emphasize Simplicity, Service,
Purity, and Prayer, alongside virtues like courage, non-
violence, kindness, forgiveness, and respect for all life.
These values are vital for character building, which is our
primary educational goal.

We foster inclusivity and a supportive learning atmosphere
through initiatives like the Mental Well-Being Program,
flexible learning pathways, strong teacher-student
relationships, and financial assistance for students in need.
Our Centre for Women Entrepreneurship promotes entrepreneurial
skills, while the Placement Cell and dedicated sports programs
support career development and holistic student growth.

File Description	Documents
Appropriate link in the institutional website	https://stmirascollegepune.edu.in/value_based_edu.php
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Plan of action 2024-2025

IQAC Coordinator

Preparedness for submission of AQAR 2023-2-4

Action plan for continued adherence to NEP

Criterion 1

Integrating Students' qualitative feedback in process of
Syllabus Setting.

Peer Review and Industry Audits for relevant courses.

Criterion 2

A training session for all the faculties for POCO attainment
levels.

Widening application of ERP for documentation.

Criterion 3-

Research

Introduce Seed Money Policy

To increase and improve research publications

Consultancy

Initiating at least one MoU per department for purposes like academic collaboration, social outreach, OJT etc

Seeking consultancy opportunities with the collaborating organizations by each department.

Collaborating with IQAC Cluster/agencies that help recognize consultancy opportunities for the HEIs

Posting on college website the competencies of all the staff members for consultancy

Extension

Explore opportunities for sustainable collaborations for extension and outreach activities.

Encourage 2 more departments to be involved in outreach activities.

Criterion 4-

Smart board classrooms for ICT enabled teaching

Improve Online footfalls

Criterion 5-

Improve Student and Student Council representation in Academic and Administrative Bodies

Strengthen documentation of Student Progression

Encourage competitive exam orientation

Criterion 6

Standardised format for documentation of Minutes of Meetings.

Revision of Policies as required.

Criterion 7-

Updating audits as required

Criterion 6

Standardised format for documentation of Minutes of Meetings.