Academic and Administrative Audit Report

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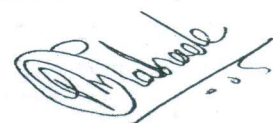
St Mira's College for Girls, Pune

By

IQAC CLUSTER INDIA
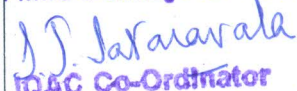
The Academic& Administrative Audit committee visited <u>St. Miras College, Pune</u>

Day: Thursday & Friday	Date:9th & 10th June 2022	Time: 8.30 a.m. to 4.00 p.m.

The External Peer Committee members for Academic and Administrative Audit appointed by IQAC Cluster are:

No	Name	Designation	Address	Signature
1.	Prin. (Dr) Dr. Anil Adsule	Principal	St. Vincent's College, Pune.	*ABAdsule*
2.	Mr. Peeyush Pahade,.	Associate Professor	H. V. Desai College, Pune	*(signature)*

Authorities of the organization who interacted with the Audit committee

No	Name	Designation	Signature
1.	Dr. Jaya Rajagopalan,	I/C Principal , St. Mira's College for Girls,, Pune	*Jayah* **Principal Incharge** St. Mira's College for Girls, Pune.
2.	Dr. Snober Sataravala	IQAC Coordinator & Head, Department of English	*J.J. Sataravala* **IQAC Co-Ordinator** St. Mira's College for Girls, Pune

Section I: Basic Details of the Organization:

I	Name of the Trust/ Society Address Phone no: E-mail Year of Establishment:	Sadhu Vaswani Mission 10, Sadhu Vaswani Path 020 26125679 pro@sadhuvaswani.org 1962
	Name of the College/ Institute:	St. Mira's College for Girls, Pune
	Address:	6 Koregaon Road
	Year of Establishment	1962
	Authority Name& phone No.:	Dr Jaya Rajagopalan Mobile No.: 9049003771
	Coordinators name & Phone no	Dr Snober Sataravala Mobile No.:9823350426
II	Contact Details: 1. Telephone no with STD code 2. Fax no: 3. Mobile no of the organization 4. Organizational email: 5. Website address:	 020 26124846 020 26124846 _ info@stmirascollege.edu.in www.stmirascollegepune.edu.in
III	Institutional Status 1. Affiliating University: 2. Affiliation Status: 3. UGC Approval 4. Financial Status:	 Savitribai Phule Pune University Permanent 2f & 12B Date : 11th August 2010 Aided :Grant in Aid + self-financing

IV.	Type of College:	a) Autonomous, Affiliated to Savitribai Phule Pune University b) Women's College c) Urban
V.	Type of Faculty/Programme	Multi Faculty – UG & PG
VI.	Special status conferred UGC-Special Assistance Programme	a) Best College Award conferred by Pune University, 2004 b) First among 18 colleges in India to be awarded the status of College with Potential for Excellence (CPE) by UGC in 2005. We were awarded the CPE status for the second cycle in 2014.

About St. Mira's College for Girls:

The inception of St Mira's college for Girls lies in Mira movement in education. It is a women's college and a Sindhi minority institution and is located in the heart of city on Koregaon road near the hotel Blue Diamond.

It was founded in 1962 by the visionary philosopher-saint Sadhu T.L.Vaswani as the first college set up exclusively for women in Pune It is an autonomous college affiliated to Savitribai Phule Pune University.. It provides a number of value-added courses with skill-based courses.

St. Mira's college distinguishes itself as a unique and proactive temple of learning. The college has anidentity in the inclusive education offered to all kinds of women students – those with special needs, the differently abled, first-generation learners as well as students coming to us from different parts of the country and abroad. It is honoured with CPE twice and has a five-star rating.

Academic Audit conducting Institution:

IQAC Cluster is a registered trust under Maharashtra Trust Act (MAH/236/2021Pune dt5/2/2021). It is a teacher's movement to promote quality in Higher education to individuals and institutions through training, interaction and continuous support.

IQAC Cluster has dedicated teachers from various states of India to support the cause. Our Policy is "Not Competition but Cooperation". We have worked with UGC, RUSA and HRDC, and several universities in India. IQAC Cluster currently is associated with more than 2000 colleges pan India and works for more than 40000 teachers.

Date of Conduct of the Audit: 9th & 10th June 2022

Objectives of Academic and Administrative Audit

1. Quality enhancement status
2. The sevencriteria
3. Checking DVV for NAAC

Period of Audit

2019-2020 to 2021-2022

Auditors Views after auditing:

1   Institutional Mission, Aims and Objectives

- Institution's mission is explicit. It is understood and owned by its staff

- Aims and objectives are in keeping with the mission. They are realistic and achievable.

2   Institutional Approach to Quality Assurance

- The institution has adopted a working definition of quality assurance which is compatible with its mission.

- A systematic and comprehensive approach to quality assurance affecting all the essential services of the institution is being implemented.

- Various policies are in place and are functional.

- IQAC is dynamic, functional and active in effective documentation taking and promoting new initiatives.

3   Administrative and Management Issues

Governance

- Principles of good governance are evident and they are translated into:

  - working in an open manner so as to facilitate access to its policies and decisions by the public

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- encouraging institution-wide participation in the formulation of policies

- ensuring that specific responsibilities are clear and are assumed appropriately by members according to their hierarchy

- timely implementation of policies and monitoring thereof

- Governing body being cohesive in its approach

- Top management Leadership is demonstrable through:

  - developing and communicating the institution's strategic plan with identifiable short term and long-term goals and objectives

  - developing and communicating the institution's mission and plan

  - establishing effective links with external stakeholders

  - developing an organisational structure which reduces bureaucracy and improves communication, efficiency and effectiveness

- Management of funds through:

  - transparency and accountability

  - proper budgeting and rationalisation of funds with justification, taking into account short term and long-term goals

  - ensuring cost effectiveness of programmes

  - effective internal auditing

- Management of academic activities through:

  - ensuring that programmes are relevant

  - ensuring that academic standards are continuously monitored and improved

  - ensuring that the institution's awards are recognised nationally, regionally and internationally

Admissions

- Policies regarding admissions are clear, transparent and accessible by the public
- Policy on equal opportunities is implemented
- Consideration is given to physically disabled and mature students

Students Council

- A body such as a Students Council is operational to represent students in various committees,clubs such as theatre, debating, cultural activities, etc.
- The Student Council's voice is headed by Principal and management and appropriate action is taken

Students Welfare

- Students' welfare is operational and it is actively supported by management
- There is evidence that students are encouraged to use the services provided. Institution provides concession in fees, fees in instalments, fellowships and freeships. The institution has a separate account for the same, Student Aid Fund.
- Mental Wellbeing programme: the college has one fulltime counseller and two consultants on campus.

CDC

- *CDC is formed as per the Maharashtra Universities act. It is functional and meetings take place regularly. The minutes of meeting, action taken report are maintained.*
- It positively contributes to the effective management of the institution.

Staff Welfare

- Provision is made to have an office or an association to provide support to staff
- It takes an active role in ensuring that staff are listened to and their needs are acted upon in the most appropriate manner.
- A good number of staff welfare measures exists from fee concession to wards to dress and other materials.

Staff Appointments, Appraisal and Promotion

- The institution has well established policies for appointment, appraisal and promotion of staff and these policies are effectively implemented
- These policies are reviewed to reflect changing circumstances.
- A well-defined appraisal system exists and is stringently implemented.

Staff Development

- Performance appraisal is undertaken periodically in a transparent manner with the employment of clearly developed policies.

- Staff are informed of management's recorded perception of their strengths and weaknesses

- Appropriate support and training is given to staff concerned to enable them to overcome weaknesses so as to perform more effectively. Opportunities are given to deserving members to further their career.

- Continuing professional development is actively promoted

Curricula and Programmes

- Curricula aims and objectives are explicit and known to staff and students.

- Specialist aims and objectives are consistent with institutional mission and aims.

- Aims and objectives correspond to the needs of students, society and the economy, as revealed by systematic investigation.

- Curricula accurately reflect declared aims and objectives and the needs identified.

- Curricula provide an appropriate balance of specialist content, general conceptual skills ,personal and transferable skills.

- Curricula are up-to-date in terms of specialist developments and current thinking on curriculum development and delivery.
- Curricula are designed with the need of the national market.
- Teachers actively participate in designing of the curriculum, its updating and implementation.
- Short term courses are taught after college hours.

Programme Design, Validation, Approval and Review

- Programmes are designed to meet the needs of students, taking into account programme length/duration, modes of attendance, location, structure and sequence, optional elements etc.

- Programmes go through a validation process and are subsequently approved by the Board of Studies and Academic Council/senate prior to their offer

- The validation process is an established procedure which is thorough, consistent, reliable and is in conformity with international norms

- Programmes are periodically reviewed to assess their suitability

- There is an established system of regular liaison between the institution and industry, public agencies, professional bodies and other potential end-users.

The Teaching and Learning Environment

- The academic environment, physical and social, is generally conducive to learning, and the level of research and other scholarly activities is appropriate to the level of teaching.

- Teaching accommodation is sufficient in quantity and is appropriate for the curricula on offer and for the full range of students.

- There are adequate specialist facilities - including practical and experimental learning facilities - for the curricula on offer.

- Ancillary facilities - storage space, preparation rooms, amenity accommodation etc. - are adequate.

- The physical environment is adequately maintained in terms of safety, cleanliness, repairs and decor.
- Timetables are student friendly keeping in mind the convenience to reach their homes in time.

Staff Resources Ancillary

- The teaching staff establishment is sufficient to deliver the curricula.

- The teaching staff complement is suitable for the curricula, in terms of the mix of qualifications and skills, experience, aptitudes, age, status etc.

- There is adequate support in terms of library, technician, administrative, student services, staffing, etc.

- Staff resources are effectively deployed: roles and relationships are well defined and understood; duties allocated are appropriate to qualifications, experience and aptitude; there is provision for review, consultation and redeployment.

- Staff development needs are systematically identified, in relation to individual aspirations, the curricula and institutional requirements.

- All staff, academic and non-academic, are given the opportunity with necessary support to undertake appropriate staff development related to identified needs: induction, in-service training, secondments, consultancy, research and other scholarly activities.

Learning Resources

- There are sufficient physical resources to deliver the curricula, including equipment, materials and Information and Communications Technology.

- Equipment is up-to-date, readily available and effectively deployed.

- Library, audio-visual, internet access, appropriate software and hardware and other academic services are adequate for the curricula.

Programme Organisation and Delivery

- Learning programmes are effectively organised and managed.

- Teaching programmes are clearly articulated, made known to students and regularly monitored.

- Coursework and assessment are systematically scheduled.

- Feedback is regularly obtained from all stake holders, analysed and acted upon as appropriate.

Teaching and Learning

- Teaching and learning are based on explicit learning outcomes which are consistent with programme/course aims.

- Teaching methods are innovative, varied, and appropriate to the stated learning outcomes and make effective use of available facilities, equipment, materials and aids.

- Teaching is well planned and prepared and effectively performed, taking account of the needs of all categories of students.

- A very large number of classrooms are supported with projectors, smart boards, internet and necessary technology.

- The style and pace of teaching and learning takes due account of the nature of the curricula, students' varied abilities and prior learning, and the specific needs of the very able or weak students equally.

- Teaching approaches encourage independent learning with critical thinking and students take responsibility for their own learning.

- Learning is enriched by appropriate reference to cross-curricular links, current research, industrial applications and development of generic skills such as communication and teamwork.

Library as a Learning resource:

- Library is well equipped and is working under an efficient librarian. The library is equipped technologically and with sufficient number of books. Footfalls are counted regularly. N-list and some other data bases are present. A separate reading and reference sections exist. The ratio of books to students is excellent. Library has the necessary facilities.

Student Support

- Students' needs for guidance and support are recognised and provision made for advice and assistance in the curricular, vocational and personal domains.

- Responsibility for particular aspects of student support is clearly located and effective liaison maintained between arrangements at all levels.

- Adequate provision is made for information and advice to potential students during the application and enrolment phases.

- Dedicated counsellors are available on the camppus for the students.

- Students are effectively supported during their studies by systems of induction, proper teaching and learning methodologies, and assistance by the method of Peer Learning.

- A good mentoring mechanism exists to support learning.

- Students are adequately prepared for the next stage of study or employment by appropriate contacts, information, advice and training.

Monitoring and Assessment

- A range of assessment methods including coursework, projects, research and examinations etc is used in a planned manner to serve diagnostic, formative and summative purposes.

- Assessment schemes are compatible with the aims and aspects of the curricula as taught.

- The examination department is dynamic and well prepared for a variety of examinations. It is supported with state-of-the-art equipment needed to conduct the examinations.
- The scope and weighting of assessment schemes are clear and known to all concerned and the standards applied are explicit and consistent across the curricula.

- Procedures are regularly applied to ensure that, as far as possible, assessment schemes are valid, reliable and fairly administered.

- Coursework is regularly set and assessed and is at the appropriate level of attainment.

- Coursework faithfully reflects the full range of curricular aims, including the development of generic skills.

- Student achievement, as represented by their coursework, is comparable with that of students on similar courses elsewhere.

- Students' performance and attitudes indicate a positive and successful learning experience.

- A systematic procedure for keeping record of student progress, for providing feedback to students and taking corrective action where necessary is effectively employed.

- Students have ready access to reasonable appeal procedures.

Output, Outcomes and Quality Control

- Performance indicators are regularly used to inform institutional assessment of achievement in relation to educational aims and learning outcomes.

- Results are monitored and analysed and appropriate action taken.

- Results against these or other appropriate indicators compare favourably with institutional or national norms.

- Quality Control arrangements at institutional, department, subject and/or course level are consistent and coherent.

- Quality standards, policies and strategies, are consistently applied and periodically reviewed within the cognate area.

- There is a general commitment to excellence in teaching and learning, apparent in staff and student attitudes in all aspects of provision.

- Ethical practice is given due importance.

Collaborative Provisions

- The collaboration is legally binding through a memorandum of understanding.

- Collaborating institutions undertake the responsibility to ensure that programmes are of the required standard and are offered with the same rigour as those in the parent institution.

- Students benefit from the same standard of resources as the regular students of the awarding institution.

- The awarding institution undertakes the responsibility to assure the quality of the educational provision under the collaboration.

- The partner institution is subject to quality audit or quality assessment together with the parent institution.

- Students are fully informed of the nature of the collaboration between the institutions concerned.

Work-based Experience/ Internships

- Students are provided with internships in industries for the purposes of identifying programmes of study and suitable work experience compatible with the students' programme.

Community Service and Good Citizenship

- The institution plays an active role in inculcating the spirit of a healthy community and in providing its services and expertise to it to promote psycho-socio-economic integration and development.
- The institution has a strong connect with the society through a variety of programs.

Research:

- Institution despite having a large number of masters program is not able to convert the opportunity into research. The research culture needs to be developed for institutional progress. The research output is very low and below standards

Innovation and Entrepreneurial activities:

- college promotes young lady students with entrepreneurial and innovative activites where by training and support is provided. Activites like Mira bazar are conducted to promote young minds scaling of the activity will help the students more. Institution has an Institution's Innovation Council (IICs) which conducts an array of activities .

Sports and Fitness:

- A small but a well-supported ground is present. The sports director is enthusiastic and is supported by a senior appointed coach for specific sports. A gym with active use is visible, it has all the basic gym equipment's. the students regularly participate in sports activities.
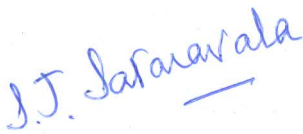
Analysis of Objectives

Proposed objectives	Current status
1. Quality enhancement status	There is a distinct enhancement status in terms of increasing activities, diversity of activities, better governance and student centric approaches.
2. The seven criteria's	Research component of criterion III is the weakest. (B+) Criterion I, IV, VII are well placed (A+) Criterion II and V are at a borderline of very good (B++) Criterion VI needs more thought, proper logical presentation (it is at A/ A+) but it needs to be made effective.
3. Checking DVV for NAAC	Institution has prepared the DVV with great effort, if suggested gaps can be filled, DVV will go well.

SWOC Analysis:

Strengths:	Weakness:
- Centrally placed, well established institution working for girl education. - Autonomous with a dedication for excellent learning - Well qualified and experienced staff. - Safe learning haven for girl students. - Excellent Examination section.	- Poor research by teachers, no research schemes, no research funding, minimal conference attending. - Research compliant masters' programs. - Prospectus needs to be made better.
Opportunities:	**Threats:**
- Creation of new Programs and courses as per industry demand. - Syllabi framing and implementation if coordinated between departments will foster learning better.	- Low admission rate. At least 20% more admissions needed. - Branding the institution needs to be a serious thought.

The final report has been submitted to the Principal St. Miras college for Girls Pune on 13th June 2022.

The report has been accepted by the college committee.

J.J. Sataravala Dr Snober Sataravala, IQAC Coordinator Head, Department of English. **IQAC Co-Ordinator** **St. Mira's College for Girls, Pune**	*Pahade* Mr. Peeyush Pahade (President IQAC Cluster, Head, Department of Zoology, H.V. Desai College, Pune.
Jaya Dr Jaya Rajagopalan, Principal Incharge, St. Mira's College for Girls, Pune **Principal Incharge** **St. Mira's College for Girls, Pune.**	*AB Adsule* Principal Dr. Anil Adsule Principal, St. Vincent's College, Pune