



SADHU VASWANI MISSION'S
St. Mira's College For Girls, Pune
Autonomous (Affiliated to Savitribai Phule Pune University)
Reaccredited by NAAC- A Grade, cycle 3
[ARTS, COMMERCE, SCIENCE ,BSc(Computer Science), BBA, BBA(CA)]
6,Koregaon Road,Pune-411001. [INDIA]
Ph./Fax: 26124846; Email: office@stmirascollegepune.edu.in

PU/PN/AC/015/(1962)
College Code:- 013

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

2020-2021

2021-2022



Jayashree
Principal Incharge
St. Mira's College for Girls



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

Direct Assessment Methods

Online Assignments and Test
Written Assignments and Test
Quizzes and MCQs
Field Assignments
Laboratory Assignments
Presentations
Projects
Seminars
Vivas
Performance Analysis Reports / Pass Fail

Indirect Assessment Method

Alumni Feedback, Exit Survey and Employer Feedback
Analysis of Feedback




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

❖ Direct Assessment Methods

- Online Assignments
-

Name	Owner	Last modified	File size
20201229_142240.jpg	me	Dec 29, 2020	2.8 MB
American Literature.docx	me	Sep 15, 2020	37 KB
CamScanner 04-26-2020 22:15:41.pdf	me	Apr 26, 2020	1.7 MB
comp eng	me	Oct 25, 2020	-
comp eng pptx	me	Sep 19, 2020	1.2 MB
Compulsory English Assignment	me	Oct 25, 2020	-
Compulsory English Assignment.pdf	me	Sep 25, 2020	2.4 MB
divya Tyba a comp eng flexi test 1 & 2 roll...	me	Dec 7, 2020	-
divya Tyba a comp eng flexi test 1 & 2 roll...	me	Nov 22, 2020	8.7 MB
English Assignment (2) (tyba)2020-2021	me	Oct 25, 2020	-
English Assignment (2) (tyba)2020-2021.p...	me	Sep 18, 2020	9.7 MB
english ppt.pptx	me	Jul 28, 2018	438 KB



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

- Classwise and Subjectwise E-repository of Assignments:

The screenshot shows a Google Drive interface with a folder named 'FYBA SEM 1' containing the following files:

Name	Owner	Last modified	File size
1. 2260_Zainab Nagarwala_FYBA(A)...	me	Dec 5, 2021	243 KB
1. 2260_Zainab Nagarwala_FYBA(A)...	me	Feb 26, 2021	256 KB
2. FYBA 2202_KEARA DAEMON ASSIG...	me	Feb 26, 2021	167 KB
3. FYBA Assignment Semester 1 - Sep...	me	Feb 26, 2021	232 KB
4. FYBA Jessica_Opt Eng Assignment ...	me	Feb 26, 2021	404 KB
5. OPT ENG ASSIGNMENT 1 SEM 1.docx	me	Feb 26, 2021	362 KB
6. SHRUTI SATISH_2211_FYBA(A)_OP...	me	Feb 26, 2021	189 KB
RUBRIC FYBA Assignment Sem 1.docx	me	Feb 26, 2021	14 KB



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

- *Presentation Assignment:*

Presented by- Janya Dudia

- ▶ Roll no – 2241
- ▶ Class – F.Y.B.A [A]
- ▶ Guide – Suhail Ma'am



Janya Dudia
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2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

- *Presentation Assignment:*

English Assignment (2) (tyba)2020-2021

LITERARY
ADAPTATION
OF THE ICONIC
BOLLYWOOD
SONG
GULABI
AANKHEN

Click to add speaker notes



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

- Online Test ;

77 responses

Not accepting responses

Message for respondents

This form is no longer accepting responses

Summary Question Individual

khushivaniya@gmail.com 11 of 77

0 of 20 points Score not released Release score

FYBA Optional English- Elements of Literature-
Internal Flexi-Test- Sem II- 20 marks- 22.04.2021

* Required

Email *

khushivaniya@gmail.com

0 of 0 points



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

- Online Test :

Describe the atmosphere created by the setting in the given passage? 9 of 8 points

Passage 2

DURING the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was— but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. I may as well confess that the feeling was untried by any of that half-grotesque, because poetic, sentiment, with which the mind usually receives even the simplest natural objects of the drearful or terrible. I looked upon the scene before me— upon the mere house, and the simple landscape features of the domain— upon the blank walls— upon the vacant eye-like windows— upon a few rank sedges— and upon a few white trunks of decayed trees— with an utter depression of soul which I can compare to no earthly sensation more properly than to the after-dream of the reveller upon opium— the bitter lapse into everyday life— the hidden dropping off the veil. There was an sickness, a sickening of the heart— an unendurable dimness of thought which no glancing of the imagination could torture into aught of the sublime. What was it— I paused to think— what was it that so unnerved me in the contemplation of the House of Usher? It was a mystery all its own, nor could I grapple with the shadowy fancies that crowded upon me as I pondered. I was forced to fall back upon the unsatisfactory conclusion, that while, beyond doubt, there are combinations of very simple natural objects which have the power of thus affecting us, still the analysis of that power lies among considerations beyond our depth. It was possible, I reflected, that a more different arrangement of the particulars of the scene, of the details of the picture, would be sufficient to modify, or perhaps to annihilate its capacity for sorrowful impression; and, acting upon this idea, I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled lustre by the dwelling, and gazed down— but with a shudder even more thrilling than before— upon the remodelled and inverted images of the grey sedge, and the ghastly tree-stems, and the vacant and eye-like windows.

Setting *

The story is the physical location and time period of a piece of literature. It's the staging ground for the events of the story. It also include culture, historical period and geography. Along plot, character, theme, and style is considered one of the fundamental components of fiction.

Add individual feedback

Read the following story and identify the 5 settings of plot in it. 0 of 10 points



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

- Online Test;

Time/Date	Email Address	Score	Name	Roll No.	Passage 1	Character	Setting	Red Riding Hood	5 Stages of Plot Development
4/23/2021 12:52:31	khushi.khushi@gmail.com	0/20	Khushi Khushi	2261	Option 1	The girl is the good person. The story is the physical.	Option 1		1. Exposition- (Introduction) Beginning of story, character, background and setting reveal. In the before passage, the exposition was done in the beginning when the readers were
4/23/2021 12:54:11	shreyankurkudekar@gmail.com	0/20	Shreyankurkudekar	2227		The Flower Girl is someone. This passage creates a very sad mood. The wolf is the			Exposition- The little girl loved to wear a cape with a red pointed hood and wore it often. Rising Action- Red Riding Hood's mother warning her to not talking to strangers. Her mother
4/23/2021 12:56:26	dhwaniyoshi1310@gmail.com	0/20	Dhwaniyoshi	2290	Option 1	The flower girl seems to be. The atmosphere is dull and gloomy. The winter tree			Exposition- Grandmother and Red Riding Hood popping out of the wolf's stomach and then
4/23/2021 13:01:27	summers02012@gmail.com	0/20	Summer Soori	2309		The flower girl probably. Her dialect is broken and. The setting of the story is in a dull, dark, gloomy and			Exposition- Background information of a story. The story takes place in a forest, which is surrounded by trees and a lot of wildlife
4/23/2021 13:01:46	mishnikar@hotmail.com	0/20	Manavi Kumar	2272		She is not at all an attract. It is a dull dark and soundless day in the autumn of			Rising Action- Plot which leads to the climax. Red Riding Hood's decision to disobey her mother and talk to strangers. Foreshadowing- Being able to predict the ending by certain clues. Red Riding Hood's mother told her to be very careful, and to remember not to talk to an
4/23/2021 13:02:04	devakishpandev2001@gmail.com	0/20	Devaki Deshpande	2241		The character of the girl. Setting is the effect which is created in the story. It is			Climax- State of anticipation. External Conflict- Problem Character faces with the external environment. Little Red Riding Hood wants to give the basket to her grandmother but she has to use



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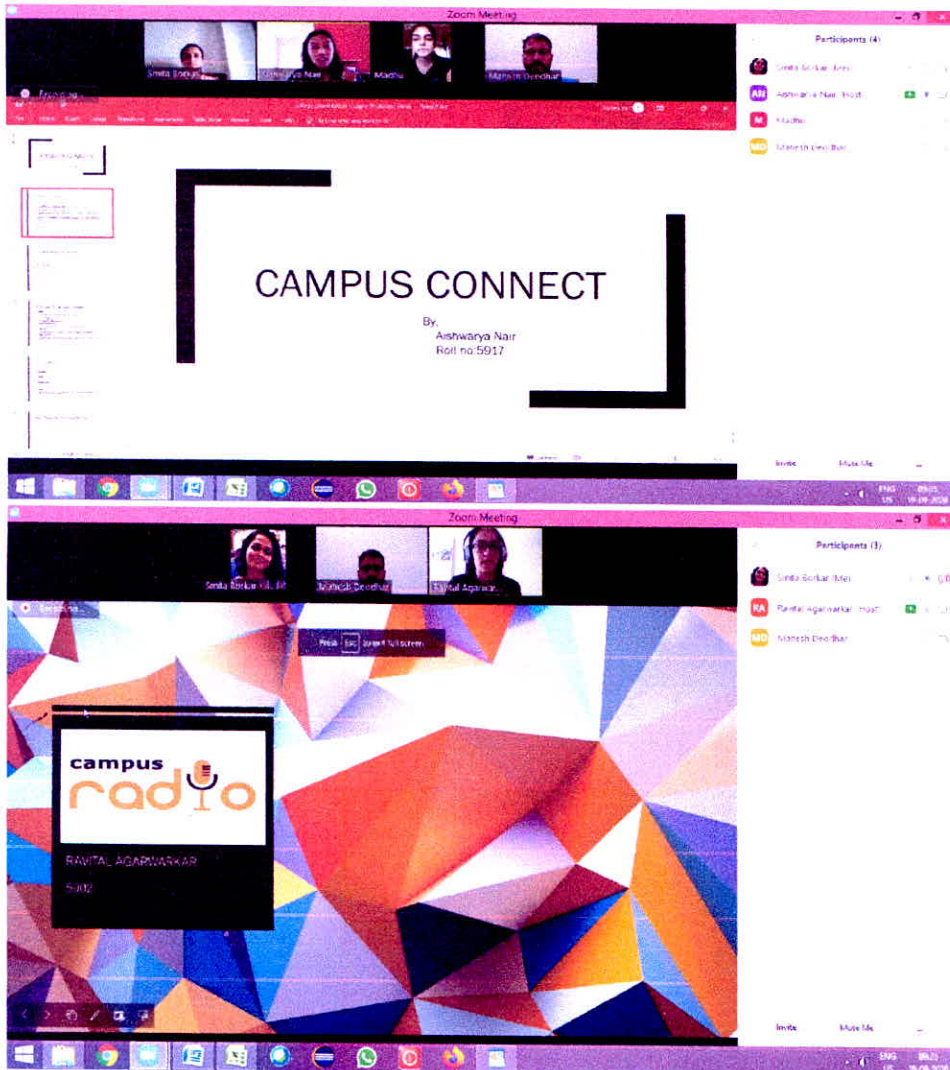
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MSc Computer Science Department Semester IV Online Internship Exam

Date: 19/09/2020



Smita Borkar

Internal Examiner



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- ❖ It also carries tutorials, seminars and subjects of interest in short concise packages. Moreover, Campus TV covers all major University events carried along the year.

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Smita Borkar
Mahesh Desai
Manisha Jagdale
shalaka tupe



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Smita Borkar

Smita Borkar

Internal Examiner



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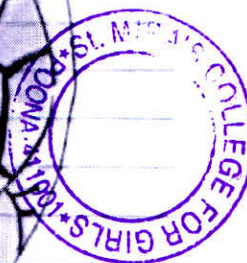
- Written Assignments ;

*DREAM
DREAM
GIRL*

-Margaret Ingle

*EARTH
SPEAKS*

-Rachel Glass



OP

NAME : _____

ROLL NO : _____

CLASS : _____

DATE : _____

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

- Written Assignments:

16/20 SA

"A picture is worth a thousand words"

This saying is often used to describe how powerful an image is in terms of its capturing power. Humans use images in many different ways. The most common usage is to compare information, aside from comparing and capturing information, it is also used to evaluate, recall and contrast. Due to its vast abilities, Imagery is used to evoke a sensory experience or create a picture with words for a reader. By utilizing effective descriptive language and figures of speech writers appeal to a reader's senses of sight, taste, smell, touch and sound, as well as internal emotion and feelings. Therefore, imagery is not limited to visual representations or mental images but also include physical sensations and internal emotions.

Have you ever read a book that makes you feel like you're seeing, feeling, smelling or tasting the same thing as the characters? Then we should thank and appreciate Imagery for that experience. Imagery is the art of using language to create images in the reader's mind, basically, the writer is trying to create a "mental image" for the readers through the words they choose. It does not occur on the write page, it occurs in the reader's mind. To describe everything is to subt a photograph in words, to indicate the points which seem the most vivid and important to you, just like fleshing out sketch into a past portrait. In other words, you can think of imagery as a painting with words in order to fuel the reader's imagination. Since imagery is designed to connect a reader to a text, it's one of the most powerful tool a writer has to communicate their themes and messages.

At one's conscience, when writer engages a reader's senses, they are using imagery which is a broad literary device.



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

• **Written Test**

16/20 SK
ST. Mira's College for Girls, Pune
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FYBAG1 Name Pritya Gang
DIV A Roll No 2278 Date: 13.04.22
Discuss with reference to the context any one of the following; mention the thematic significance of the passage and figures of speech, if any:

A "Hope" is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

OR

B I've heard it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.

A] Drum Dream Girl

Reference to the context:


This is an extract from the poem 'Drum dream girl' by Margarita Engle. This poem tells the story of a girl breaking tradition to follow her dreams. This spoken word poetry consists of 105 lines or 21 stanzas written in free-verse, with no specific rhyme scheme or meter. The feminist poem highlights the qualities like courage, perseverance and equality. The poem accentuates poet's bold message about daring to dream.

Explanation:

'Drum dream girl' shows how a girl's dream can change the story being told about girls and create a change. It is based on true story of Milka Castro Zaldarriaga, a Chinese-African-Cuban girl passionate about drumming, but in Cuba girls are not allowed to drum. The poem begins with imagery as Engle describes the island as 'an island of music in the city of drum beats' to accentuate music and sound of drums in their culture and everyday life.

Although the poem is written in free verse, Engle creates her own sound using alliteration and onomatopoeia. In the line 'drum dream girl dreamed' alliteration is used to emphasize the beat. By using words like pounding, boom boom booming, whin, clack she implies onomatopoeia to accentuate music and drum beats that lived with this girl everyday. Other poetic devices such as personification and Anaphora have also used to colour the poem. She has personified girl's hand as a bird which can fly and ended the poem with anaphora to create a rhythm in lines 'And she




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

- Online Quizzes and MCQs

Section 1 of 5

TYBA Grammar 20 marks Sem VI Internals
11.03.2022 - Simple Compound Complex
Sentence; Direct and Indirect Speech;
Active and Passive Voice

Form description:

Email *

Name:

Roll No. *

After section 1: Continue to next section

Section 2 of 5

Do as directed:

Identify which of the following is NOT a simple sentence. *

Hani, green beans, mashed potatoes, and corn are gluten free.

The dirty old car broke down on the highway.

Jack kicked the ball and it hit Tom.

I made dinner and breakfast.



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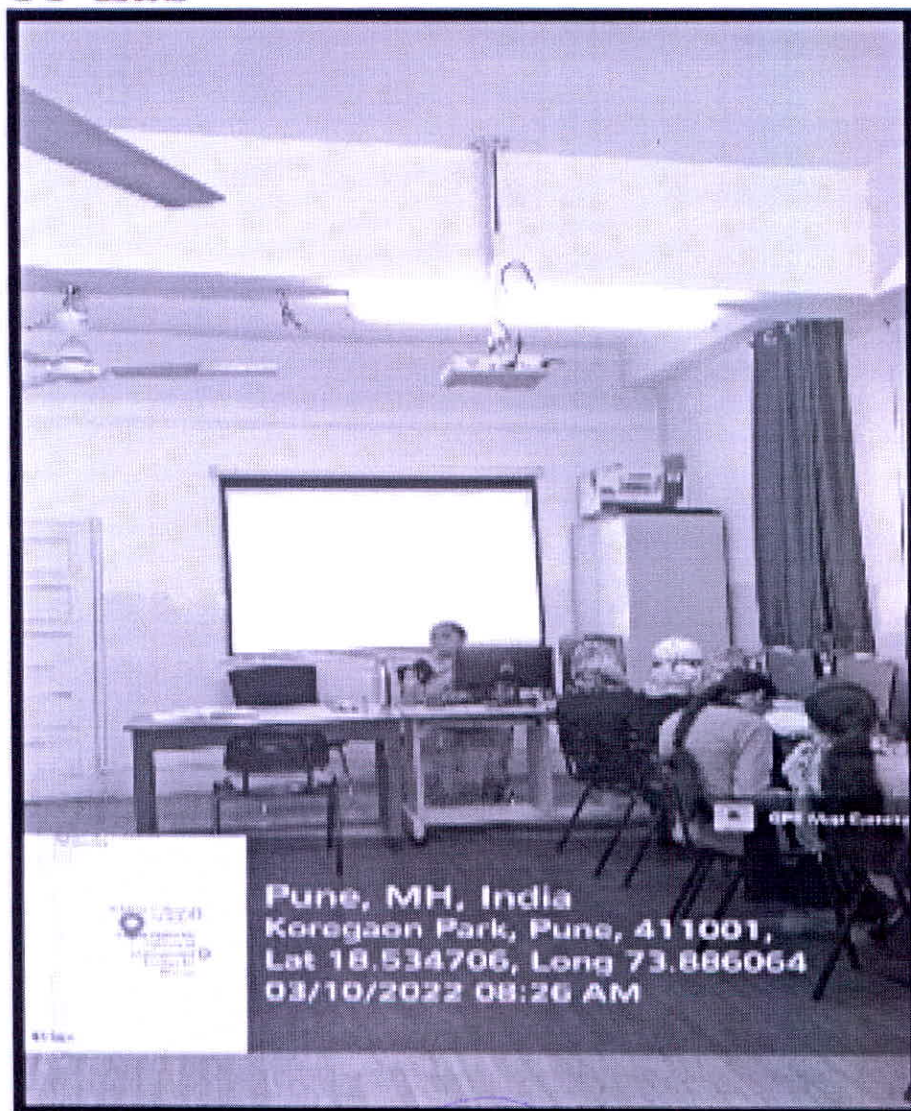
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- Laboratory Assignment

IT Lab



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

- Presentations



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

- *Online E-Repository for Assignments :*

The screenshot shows a Google Drive interface with a folder named "SYBA S1 Sem III Presentations (Sem 1)". The folder contains the following files:

Name	Owner	Last modified	File size
SYBA Presentation Alefiya.mp4	me	Nov 4, 2020, me	31.7 MB
SYBA Presentation Anshula Dhulekar(...)	me	Nov 9, 2020, me	66.3 MB
SYBA Presentation Aparupa.mov	me	Nov 9, 2020, me	69.5 MB
SYBA Presentation Arshiya.mp4	me	Nov 4, 2020, me	71.6 MB
SYBA Presentation Chandana Neha M...	me	Nov 19, 2020, me	105.4 MB
SYBA Presentation Donita.mp4	me	Nov 10, 2020, me	88.2 MB
SYBA Presentation Gayatri.mp4	me	Nov 10, 2020, me	60.1 MB
SYBA Presentation Harleen.mov	me	Nov 9, 2020, me	115.3 MB
SYBA Presentation Iba.mp4	me	Nov 3, 2020, me	59.3 MB
SYBA Presentation Isha.mp4	me	Nov 5, 2020, me	30 MB
SYBA Presentation Joelin.mp4	me	Nov 5, 2020, me	22.2 MB
SYBA Presentation Kajal.mp4	me	Nov 7, 2020, me	36 MB



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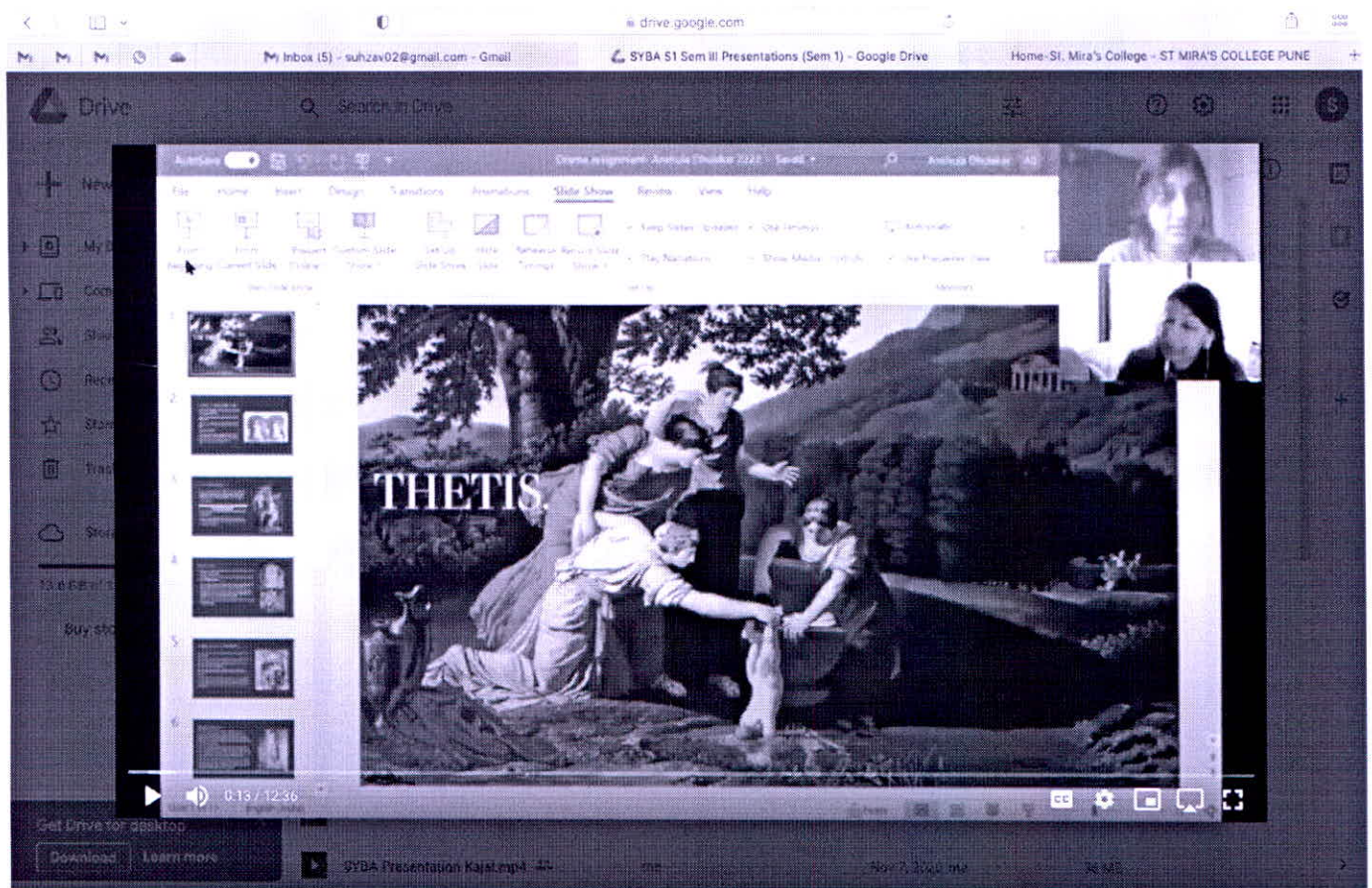


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- *Online Presentations :*



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

- Projects
Tata - Trust "Partition Archives Research Grant" Project.



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Autonomous (Affiliated to Savitribai Phule Pune University)
Reaccredited by NAAC- A Grade, cycle 3
[ARTS, COMMERCE, SCIENCE ,BSc(Computer Science), BBA, BBA(CA)]
6,Koregaon Road,Pune-411001. [INDIA]
Ph./Fax: 26124846; Email: office@stmirascollegepune.edu.in

PU/PN/AC/015/(1962)
College Code:- 013

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

- Seminars

Department of Economics Students Seminar

PG Seminar (Online) - 30 Years of Globalization 25th- 26th February 2022

Department of Economics of St. Mira's College for Girls, Pune conducted a PG Seminar in Online mode on 25th and 26th February, 2022. In all 35 participants had registered for the seminar. On Day 1, Ms. Neharika Ware, Asst. Prof., Economics at ILS Law College Pune presented a session on "30 Years of Globalization: A Developmental Perspective". Ms. Ware outlined the development experience of India pre and post globalization with respect to National Income, Inequality growth etc. She also shared her take on the transforming of economy based on a policy shift and the resultant outcomes having strong implications for country's social, economic and judicial development. On Day 2, Ms. Veena Kerkhe, Asst. Prof. and Head of the Dept of Politics and Public Administration at St. Mira's engaged the participants with the changes in the administrative structures and political frameworks within which the ideologies are formed, brought about by the processes of Globalization. This included more transparency, more accountability and a more responsive administrative mechanism.

As a part of the PG seminar, a Research Paper Competition was organized on the broad theme of "30 Years of Globalization" including various sub themes like Privatization, Changing Political Ideologies, Social aspects of Globalization etc. In all 15 papers were received covering wide range of issues like patterns of Privatization, Sectoral Issues, Formation of Political Ideologies, Impact of Globalization of Women etc. After the received contributions were sent through Plagiarism check, 10 papers were selected for presentation. These presentations were scheduled on both the days of the seminar. Dr. Sujata Khadivkar, HOD, Economics of St. Somaya College of Arts, Science and Commerce, Vidyanagar, Mumbai & Dr. Anwar Madan, Research Coordinator of St. Mira's College for Girls, Pune were the Moderators and Judges of the Competition. On both the days, the judges gave valuable inputs for the paper presenters in order to enhance the quality of research.

Based on the evaluation of the judges, the following were the winners:

Prize	Name	Institute	Title of the Paper
1	Ms. Subham Shambhag	S.P. College, Pune	Privatization in India
2	Ms. Priyanka Chhajed	St. Mira's College for Girls, Pune	Globalization and Political Ideology in India
3	Ms. Shreyasi Dixit	S.P. College, Pune	The evolution of Perfume Industry in India

Dr. Manisha Pimpalbare coordinated the seminar.

Jayant
Principal Incharge
St. Mira's College for Girls



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2.6.2 Attainment of Program Outcomes and Course Outcomes as evaluated by the institution:

- Seminars

Department of English Students Seminar

The screenshot shows a website page with the following content:

Department of English - Two-Day Students' Seminar on 'Women in Theatre: Reclaiming Space'

The Department of English, St. Mira's College for Girls, organized a two-day students' seminar 'Women in Theatre: Reclaiming Space' on the 25th and 26th of February, 2022. After the two very difficult years of the COVID-19 pandemic, the seminar was held in person on campus. It was a huge success and attended by 54 enthusiastic students. Nine students presented academic papers on themes of spatial and cultural analysis of women in theatre, the theatricality, history and present historical emergence of drama patterns in theatre production and its experiential meaning; and women's theatre as a mirror of political concerns.

In the opening session of Day 1, Ms. Singh Malhotra walked students through her experiences as a theatre maker before touching upon what defined theatre is and how it comes together. She spoke at length about the collaborative processes that result in theatre productions and used a number of examples across India that created such work. Mrs. Savani Vinita spoke at length about Marathi theatre and some stalwart productions of mainstream Indian theatre. She touched upon a number of industrial conventions before ending with a flourish performing an excerpt from T. P. Phadnis that was a testament to her skill as a theatre professional. Each session was followed by an interactive Q&A session.

Dr. Kelly Aflaw could not be with us in person her recorded lecture a compendium of information, bursting with knowledge in a 40-minute package, was watched on Day 2. She spoke on the subject of women in the history of American theatre. Using examples from the early 20th century to contemporary artists working the circuit in modern times. She also traced the feminist movement and its impact on both the creators and creations in theatre, going into detail about characteristics, stereotypes and matters of representation. This was followed by Dr. Suchitana Banerjee who offered a historiographical outline of theatre in India, specifically walking us through the vibrant theatre scene in the Bengal of the 19th and 20th centuries. She offered a number of insights on representation, body politics and gender power dynamics into a comprehensive look into the origins of theatre as an art form in India. Ms. Ananya Bhat took a more abstract route, creating a discussion around the foundations of our perceptions of theatre. She started by outlining the very idea of presence in a historically male-dominated industry, that excluded a number of informal spaces of performance in contrast to the formalized idea of theatre. To conclude, she introduced what she termed 'feminine direction', which assessed the constraints of making theatre and encouraged experimentation.

Along with the guest lectures, nine students presented their papers of the various themes, these were followed by Q&A sessions. The seminar was coordinated by Ms. Suhane Azevedo.

The page also features a grid of images showing students participating in the seminar, a purple circular stamp that reads 'ST. MIRA'S COLLEGE FOR GIRLS, PUNE - 411001', and a signature of the Principal Incharge, Jayashree, with the text 'Principal Incharge St. Mira's College for Girls'.

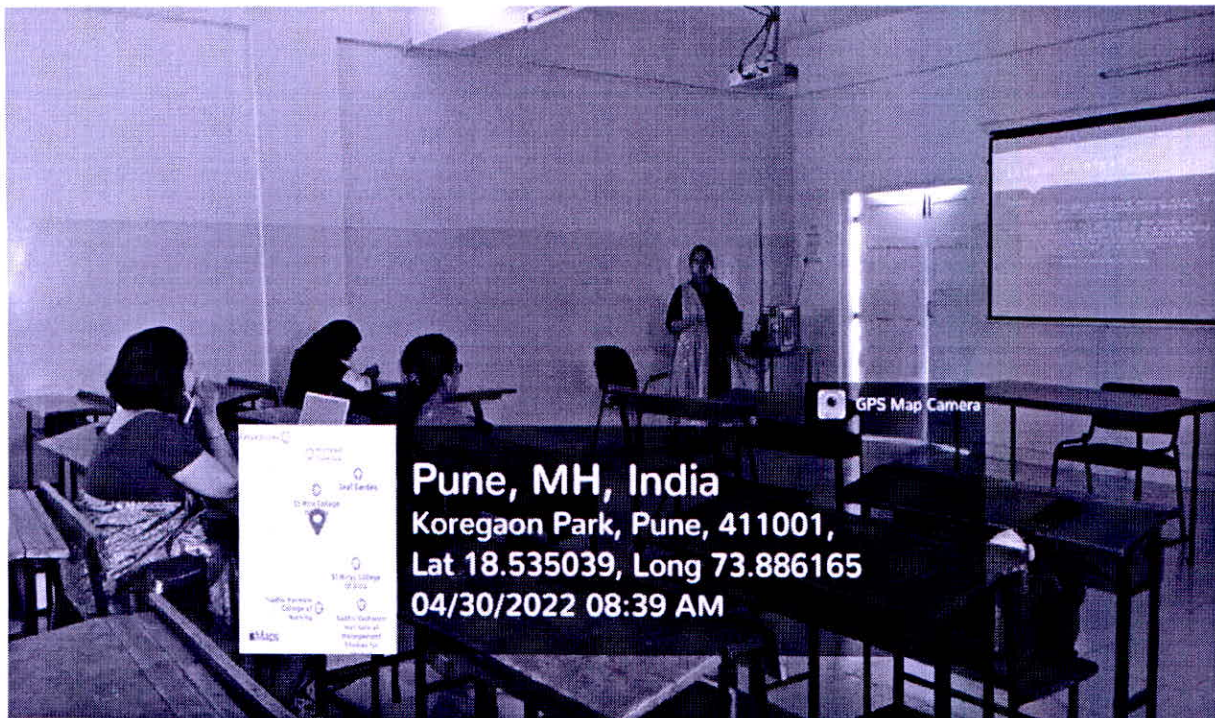


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2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

- Vivas



Jayesh
Principal Incharge
St. Mira's College for Girls

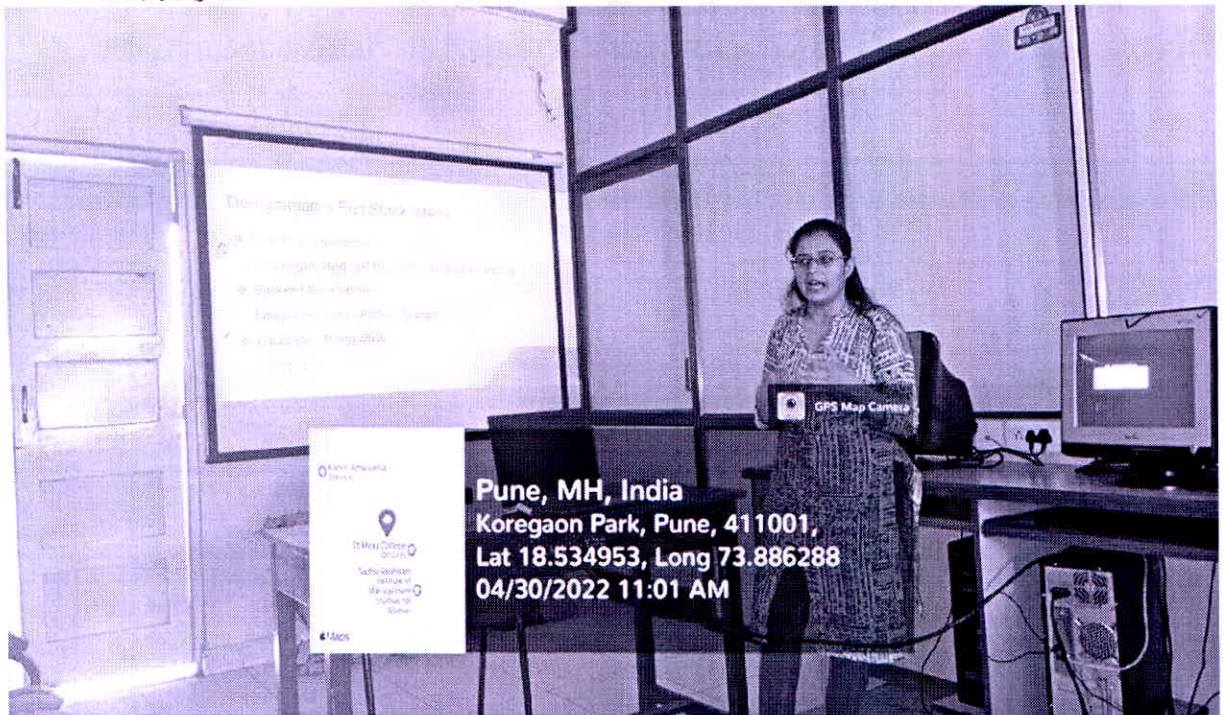


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2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

• *Vivas!*



Jayak
Principal Incharge
St. Mira's College for Girls



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

- Performance Analysis Reports / Pass Fail :

SUBJECT WISE PASS-FAIL REPORT BA BCOM APRIL 2019 BEFORE JUNE EXAM

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Open recovered workbooks? Your recent changes were saved. Do you want to continue working where you left off?

F20 = fx

Sr. No.	Faculty	Subject Name	No. Registered Students	No. Pass Students	No. of Fail Students	No. of Absent Students	No. Appeared Students Actual Present	Pass percentage	Above 80	70-80	60-70	50-60	40-50
ST.MIRA'S COLLEGE FOR GIRLS, PUNE-1.													
[Autonomous, Affiliated to Savitribai Phule Pune University]													
SYBCOM PASS FAIL REPORT APRIL 2019(2018-2019) SEM IV													
1	AC	Optional English	1	1	0	0	1	100	0	0	0	1	0
2	C	Cost and Work - I	53	49	0	4	49	100	17	13	10	6	3
3	C	Banking and Finance - I	64	63	0	1	63	100	2	9	14	26	12
4	C	Business Entr. - I	65	60	2	3	62	96.77419	1	16	20	16	?
5	C	Business Administration - I	60	58	2	0	60	96.66667	7	7	4	24	16
6	C	Business Management	294	268	12	14	280	95.71429	21	53	74	69	51
7	C	Corporate Law	294	262	20	12	282	92.9078	58	63	50	50	41
8	C	Business Communication	293	261	21	11	282	92.55319	49	64	51	67	30
9	C	Marketing - I	52	44	4	4	48	91.66667	5	7	5	12	15
10	C	Business Economics	294	241	38	15	279	86.37993	14	30	41	64	92
11	C	Accountancy	294	223	54	17	277	80.50542	33	31	44	59	56




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

• Performance Analysis Reports Pass/Fail :

SUBJECT WISE PASS-FAIL REPORT BA BCOM APRIL 2019 BEFORE JUNE EXAM

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Open recovered workbooks? Your recent changes were saved. Do you want to continue working where you left off?

D4 No. Registered Students

ST.MIRA'S COLLEGE FOR GIRLS, PUNE-1. (Autonomous, Affiliated to Savitribai Phule Pune University) SYBA PASS FAIL REPORT APRIL 2019 (2018-2019) SEM IV													
Sr. No.	Faculty	Subject Name	No. Registered Students	No. Pass Students	No. of Fail Students	No. of Absent Students	No. Appeared Students Actual Present	Pass percentage	Above 80	70-80	60-70	50-60	40-50
1	A	Psychology Special - II	26	25	0	1	25	100	9	14	1	1	0
2	A	History General	40	39	0	1	39	100	14	12	7	4	2
3	A	Hindi General	25	24	0	1	24	100	1	3	11	7	2
4	A	English Special - I	41	40	0	1	40	100	4	9	14	9	4
5	A	English Special - II	42	42	0	0	42	100	42	9	9	12	8
6	AC	English General	62	61	0	1	61	100	12	20	18	8	3
7	A	Economics General	70	69	0	1	69	100	5	18	26	15	5
8	A	Marathi General	24	23	0	1	23	100	3	4	7	8	1
9	A	Compulsory English MM	48	45	0	3	45	100	9	15	11	8	2
10	A	Compulsory English EM	111	109	1	1	110	99.09	11	35	34	18	11
11	A	Psychology General	93	90	1	2	91	98.90	13	24	22	22	9
12	A	Education General	45	43	1	1	44	97.73	4	6	19	9	5
13	A	Economics Special - I	43	41	1	1	42	97.62	8	13	9	6	5
14	A	Sociology Special - II	40	37	1	2	38	97.37	1	14	12	10	0
15	A	Politics General	57	55	2	0	57	96.49	8	16	17	10	4
16	A	Psychology Special - I	26	25	1	0	26	96.15	9	12	2	2	0
17	A	Sociology General	79	74	3	2	77	96.10	6	24	17	12	15
18	A	Economics Special - II	43	39	2	2	41	95.12	7	8	9	11	4
19	A	Sociology Special - I	40	35	3	2	38	92.11	4	10	9	8	4



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

• Performance Analysis Reports Pass/Fail :

SUBJECT WISE PASS-FAIL REPORT BA BCOM APRIL 2019 BEFORE JUNE EXAM

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Open recovered workbooks? Your recent changes were saved. Do you want to continue working where you left off?

D4 fx No. Registered Students

Sr. No.	Faculty	Subject Name	No. Registered Students	No. Pass Students	No. of Fail Students	No. of Absent Students	No. Appeared Students Actual Present	Pass percentage	Above 80	70-80	60-70	50-60	40-50
1	AC	Banking and Finance	117	115	0	2	115	100	23	42	39	9	2
2	C	Advanced I.T.	22	21	0	1	21	100	4	11	2	4	0
3	AC	Psychology General	2	2	0	0	2	100	1	0	0	1	0
4	AC	History	2	2	0	0	2	100	1	1	0	0	0
5	C	Marathi	36	35	0	1	35	100	3	9	12	8	3
6	AC	Politics	11	8	0	3	8	100	0	2	4	1	1
7	C	Hindi	120	114	1	5	115	99.13	0	19	34	40	21
8	C	Optional English	115	103	1	11	104	99.04	4	14	35	32	18
9	C	Compulsory English	293	268	8	17	276	97.10	12	46	69	78	63
10	AC	Business Administration	102	90	3	9	93	96.77	7	20	19	27	17
11	C	Marketing	200	175	8	17	183	95.63	21	42	46	48	18
12	AC	Business Maths	224	198	16	10	214	92.52	63	35	39	44	17
13	C	Accountancy	293	255	21	17	276	92.39	64	62	48	39	42
14	C	Managerial Economics	89	73	8	8	81	90.12	5	15	15	28	10
15	C	Consumer Protection	91	81	9	1	90	90	7	21	12	22	19
16	AC	Education General	33	29	4	0	33	87.88	0	9	11	6	3
17	C	Business Economics	204	168	26	10	194	86.60	18	30	34	55	31
18	AC	Business Ent.	74	55	13	6	68	80.88	0	7	10	23	15
19	AC	Sociology General	23	14	9	0	23	60.87	0	0	2	6	6



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

- *Performance Analysis Reports Pass/Fail :*

SUBJECT WISE PASS-FAIL REPORT BA BCOM APRIL 2019 BEFORE JUNE EXAM


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D4 fx No. Registered Students

ST.MIRA'S COLLEGE FOR GIRLS, PUNE-1.														
(Autonomous, Affiliated to Savitribai Phule Pune University)														
FYBA PASS FAIL REPORT APRIL 2019 (2018-2019) SEM II														
Sr. No.	Faculty	Subject Name	No. Registered Students	No. Pass Students	No. of Fail Students	No. of Absent Students	No. Appeared Students Actual Present	Pass percentage	Above 80	70-80	60-70	50-60	40-50	
1	AC	Business Maths	13	12	0	1	12	100	6	1	1	4	0	
2	AC	Banking and Finance	2	2	0	0	2	100	2	0	0	0	0	
3	AC	Business Ent.	17	15	0	2	15	100	2	4	4	5	0	
4	AC	History	43	42	0	1	42	100	12	8	12	6	4	
5	A	Compulsory English EM	109	108	0	1	108	100	20	51	27	5	5	
6	A	Optional English	111	110	0	1	110	100	12	28	35	22	13	
7	AC	Business Administration	9	8	0	1	8	100	4	1	1	1	1	
8	B	AC	Education General	94	90	0	4	90	19	37	14	13	7	
9	A	Compulsory English MM	86	79	1	6	80	98.75	12	20	15	9	23	
10	AC	Politics	125	116	5	4	121	95.87	35	41	15	12	13	
11	A	Marathi	46	41	2	3	43	95.35	7	8	5	14	7	
12	AC	Sociology General	169	154	9	6	163	94.48	36	44	37	19	18	
13	A	Economics General	128	118	7	3	125	94.4	25	36	24	18	15	
14	A	Hindi	38	33	2	3	35	94.29	1	8	14	8	2	
15	AC	Psychology General	180	161	12	7	173	93.06	43	45	28	36	9	




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St. Mira's College for Girls, Pune Autonomous – Affiliated to Savitribai Phule Pune University

- Indirect method: alumni feedback, exit survey and employer feedback:

The screenshot displays the website for St. Mira's College For Girls, Pune. The header includes the college name, affiliation to Savitribai Phule Pune University, and accreditation details: "Re-accredited by NAAC 'A' Grade (Third Cycle June 2017)", "2017 : NAAC score 3.41", "2012 : NAAC score 3.03", and "Awarded: Best". A navigation menu lists various sections: About Us, Committees, Academics, Examinations, Faculty, Research, CWE, Library, IQAC, NIRF, Sports, NSS, Events @ St.Mira's, Placement, Alumni, and Galleries. Below the menu, there are sections for "Student's Feedback", "Teacher's Feedback", "Alumni's Feedback", "Parent's Feedback", and "Employer's Feedback". The "Employer's Feedback" section contains a paragraph: "The college is an integral part of the Mira Movement in Education; it was founded in 1962 by the visionary philosopher-saint Sadhu T.L.Vaswani as the first college exclusively for women in Pune." Below this, another paragraph describes the college's mission and history: "Our patron saint is Saint Mira, who epitomizes Bhakti, Indian values, the courage of conviction and rebellion for the right. Our spiritual Guru, mentor and the inspiration behind all efforts of the college is the revered Dada J.P.Vaswani. The motto of the college- 'Kindle the Light', indicates our commitment to impart to students the spirit of simplicity and service, purity and prayer. The Mission Statement of the college- To empower and equip women students through an integrated education of the Head, Hand and Heart, to successfully meet the challenges of competitive work life and inculcate in them the Art of True Living. Eminent citizens, well versed in academics, with strong leanings toward social issues and student welfare, grace the managing committee of the college. St. Mira's college distinguishes itself as a unique and proactive temple of learning. Our exclusive identity lies in the inclusive education that we offer 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. In our 55 years of academic service, we have steadily grown from a small college to a robust institution which has found a place in the academic map of the country with many firsts to our credit- we were the first college under the University of Pune to volunteer for NAAC; the first college in Pune to be awarded a 5 star rating; the first college to be declared the Best College in Pune by our affiliating University; the First Arts / Commerce College in Maharashtra to take the fast track to academic autonomy and to go on to become one of the few colleges in the country to be honoured with the CDE Status twice."



Jayab
Principal Incharge
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2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

- *Alumni Feedback Form :*

ST. MIRA'S COLLEGE FOR GIRLS, PUNE.
(Autonomous-Affiliated to Savitribai Phule Pune University)

ALUMNI FEEDBACK FORM
Declaration - Filling up this form indicates my consent for the same.

suhalee.azavedo@stmirascollegepune.edu.in Switch accounts

*Required

Email *

Your email address

Name of Alumnus *

Your answer

Class & Year of Pass Out *

Your answer

Branch *

Your answer

Address for Correspondence *



Jaysh
Principal Incharge
St. Mira's College for Girls



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

- Parents' Feedback Form!

ST. MIRA'S COLLEGE FOR GIRLS, PUNE.
(Autonomous-Affiliated to Savitribai Phule Pune University)

Parents Feedback
Declaration - Filling up this form indicates my consent for the same

sishalle.azavede@stmirascollegepune.edu.in @whatsapp.accounts

*Required

Email *

Your email address

Name of the Parent *

Your answer

Name of the Student *

Your answer

Roll number of the student *

Your answer

Name of the Course for which your ward has been registered *



Jaysh
Principal Incharge
St. Mira's College for Girls



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

- *Employer Feedback Form!*

ST. MIRA'S COLLEGE FOR GIRLS, PUNE.
(Autonomous-Affiliated to Savitribai Phule Pune University)

EMPLOYER FEEDBACK FORM

Dear Employer,

Many graduates of our college are working in your organization. We are thankful to you for providing them employment with your prestigious company/ organization. We shall very much appreciate and be grateful to you if you can spare some of your valuable time to fill up this feedback form. It will help us to improve our Institute further and give you better employees in future.

Declaration - Filling up this form indicates my consent for the same

rabala.kravido@stmirascollegepune.edu.in Switch accounts

*Required

Email *

Your email address

Name of the Company *

Your answer

Name of the Employer and Designation *

Your answer

Address *



Jayant
Principal Incharge
St. Mira's College for Girls



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

- *Student Feedback Form!*

ST. MIRA'S COLLEGE FOR GIRLS, PUNE.
(Autonomous-Affiliated to Savitribai Phule Pune University) FEEDBACK FROM STUDENTS

Declaration - Filling up this form indicates my consent for the same

kahalle.azavedo@stmirascollegepune.edu.in Switch accounts

*Required

Email *

Your email address

YEAR *

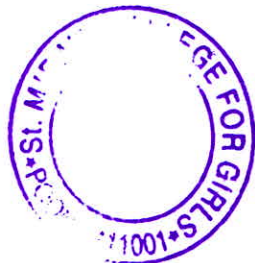
Choose

ROLL NUMBER OF THE STUDENT *

Your answer

FULL NAME OF THE STUDENT *

Your answer



Jayati
Principal Incharge
St. Mira's College for Girls



SADHU VASWANI MISSION'S
St. Mira's College For Girls, Pune
Autonomous (Affiliated to Savitribai Phule Pune University)
Reaccredited by NAAC- A Grade, cycle 3
[ARTS, COMMERCE, SCIENCE ,BSc(Computer Science), BBA, BBA(CA)]
6,Koregaon Road,Pune-411001. [INDIA]
Ph./Fax: 26124846; Email: office@stmirascollegepune.edu.in

PU/PN/AC/015/(1962)
College Code:- 013

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

Indirect Method:Exit Survey and Feedback

- Student Feedback

The screenshot shows the website of St. Mira's College For Girls, Pune. The page is titled "Feedback" and contains a survey titled "Student Satisfaction Survey of overall institutional performance". The survey includes four questions with "Yes" and "No" options:

1. Do you feel studying at St Mira's has helped you develop strong values?*
2. Has sanctuary made you more tolerant towards other religions?*
3. Has sanctuary sensitized you towards the needs of people, animals and the environment?*
4. Have the sessions in sanctuary helped you cope with stress and given you peace of mind?*

At the bottom of the survey, there is a link: "Open #overallinstitutionalperformance on this page in a new tab".



Jayashree
Principal Incharge
St. Mira's College for Girls



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

- Alumni Feedback

The screenshot shows the website of St. Mira's College For Girls, Pune. The page title is "St. Mira's College For Girls, Pune" and the subtitle is "Autonomous - Affiliated to Savitribai Phule Pune University". The page is titled "Feedback" and has a navigation menu with "Home" and "Feedback". The "Alumni Feedback" section is active, showing a form with the following fields:

Name of Alumni*	Address*	Mobile*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Email Id*	Faculty/Stream/Course/Subject*	Year of Admission*
<input type="text"/>	<input type="text"/>	<input type="text"/>
Year of Passing*		
<input type="text"/>		

1. Do you think the subjects included in the curriculum of St. Mira's College are applicable to daily life? *

Yes No

2. Were the subjects taught helpful in developing your personality? *

Open Alumni on this page in a new tab



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Principal Incharge
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2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

- Parent Feedback

The screenshot shows the website for St. Mira's College For Girls, Pune. The page title is "St. Mira's College For Girls, Pune" and the subtitle is "Autonomous - Affiliated to Savitribai Phule Pune University". The page is for the year 2010. The "Feedback" section is active, with the "Parents" tab selected. The form includes the following fields and questions:

Parents Feedback

Name of the parent* (Name of the parent)
Contact Number* (Contact Number)
Name of the Ward* (Name of the Ward)

Name of the department* (Name of the department)
Academic year* (Academic year)
Course of the Ward* (Course of the Ward)

1. Do you think the subjects included in the curriculum of St. Mira's College are applicable to daily life? *
 Yes No

2. Were the subjects taught helpful in developing your daughter's personality? *
 Yes No

3. Did the curriculum taught at St. Mira's College prepare your daughter for higher studies? *
 Yes No

Open #parents on this page in a new tab



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St. Mira's College for Girls



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

- Teacher Feedback

The screenshot shows the website for St. Mira's College For Girls, Pune. The page is titled "Feedback" and has a navigation menu with "Students", "Employer", "Teachers", "Parents", "Alumni", and "Overall Institutional Performance". The "Teachers Feedback" section contains five questions with "Yes" and "No" radio button options:

1. Are you satisfied with Autonomy?*
2. Has the Choice Based Credit System been beneficial to students?*
3. Does the Semester pattern do justice to the curriculum? *
4. Is the syllabus contemporary and practically relevant? *
5. Do the Certificate Courses provide value addition to the curriculum? *

At the bottom of the form, there is a link: "Open #teachers on this page in a new tab".



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

- Employer Feedback

The screenshot shows the website of St. Mira's College For Girls, Pune. The page title is "St. Mira's College For Girls, Pune" and the subtitle is "Autonomous - Affiliated to Savitribai Phule Pune University". The page includes a navigation menu with "Home" and "Feedback" options. The "Feedback" section is active, and the "Employer" tab is selected. The form is titled "Employer Feedback" and contains the following fields and questions:

Name of the Firm/Company* (Text input field)
Address of the Employer* (Text input field)
Contact details* (Text input field)

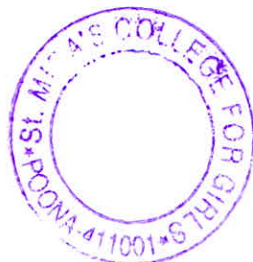
Name and Designation of the Respondent* (Text input field)

1. Is the knowledge base of the employee satisfactory? *
 Yes No

2. Do you find the candidate sincere and hard-working? *
 Yes No

3. Has the education at St. Mira's College given them the necessary skills to make them a useful employee? *
 Yes No

Open #Employer on this page in a new tab.



Jayant
Principal Incharge
St. Mira's College for Girls

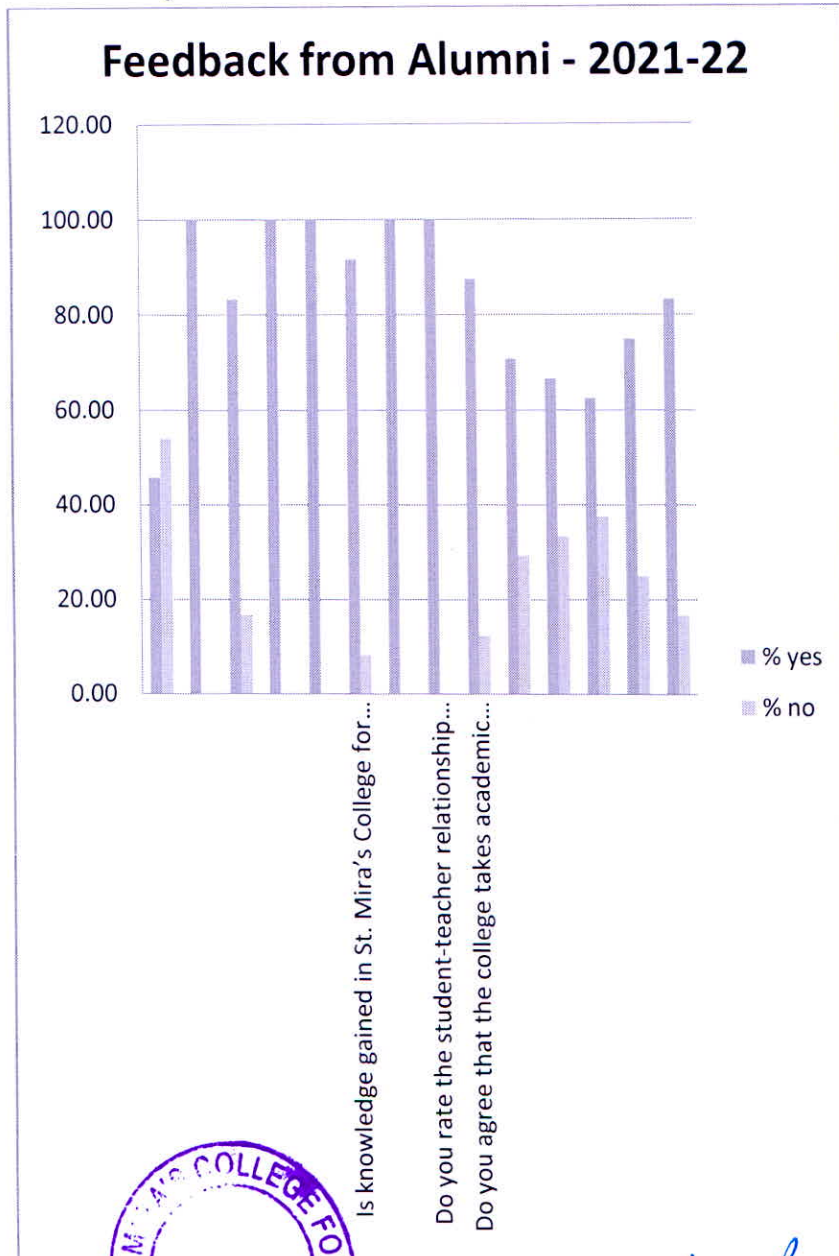



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2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

- Analysis of Feedback



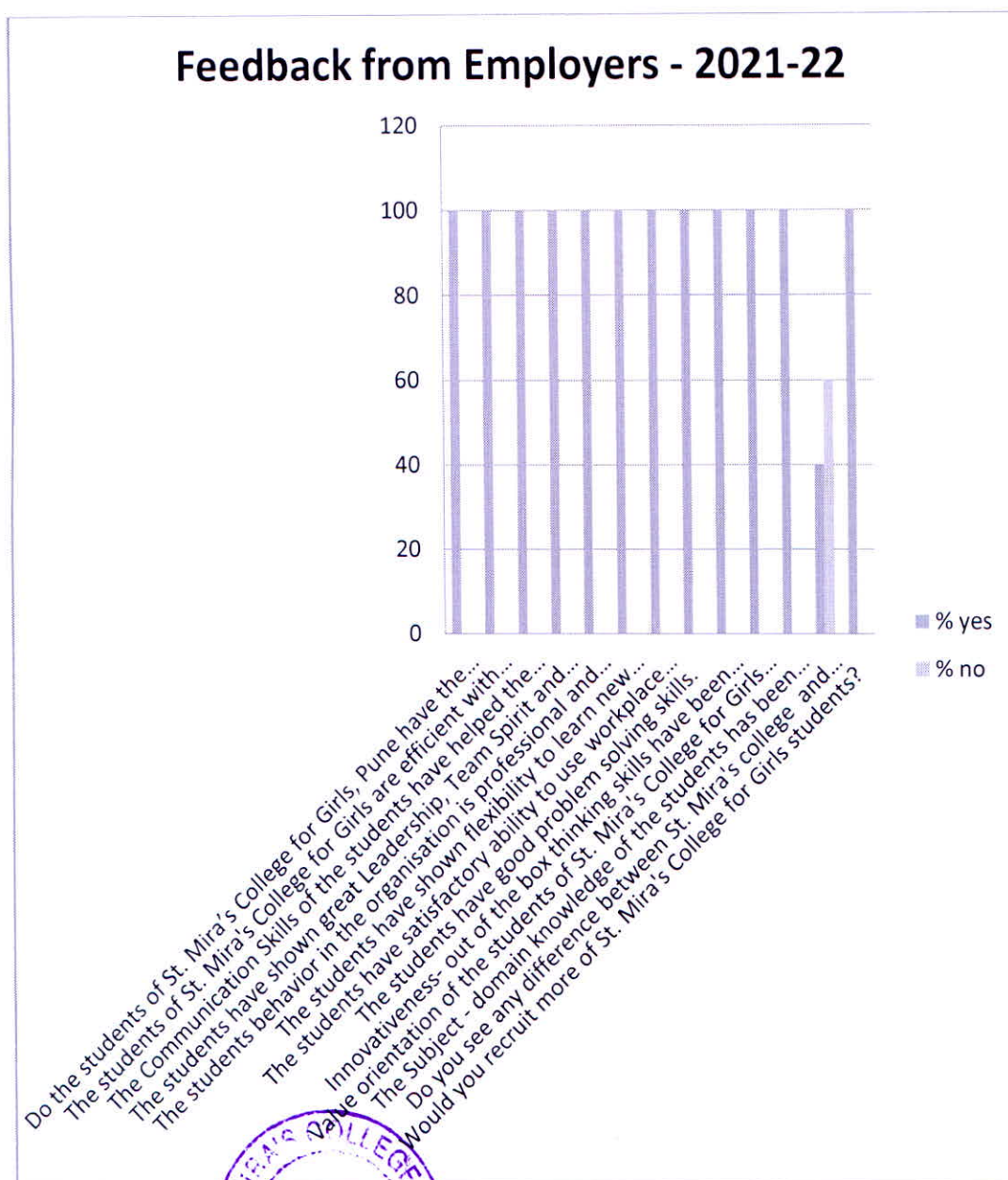

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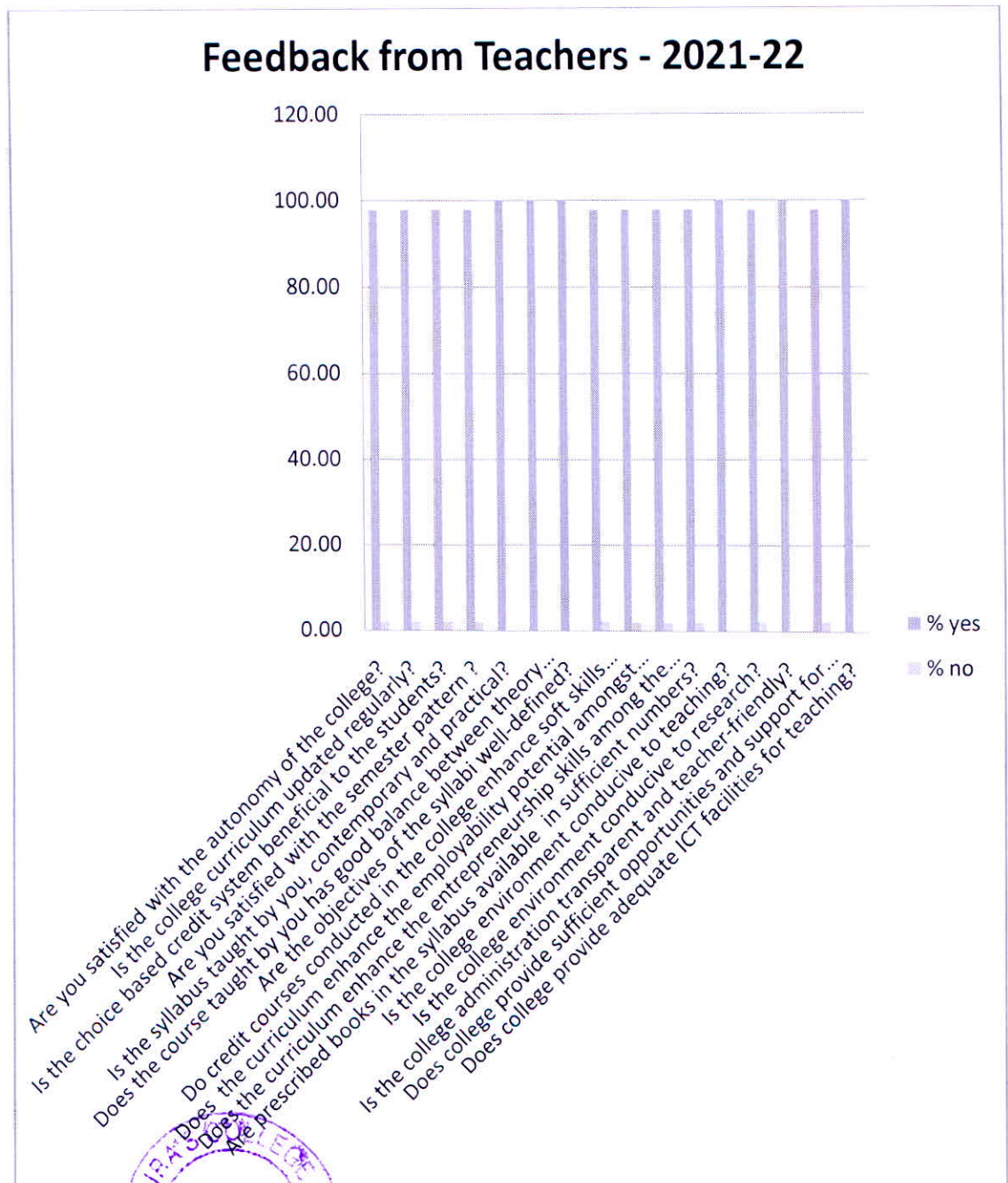

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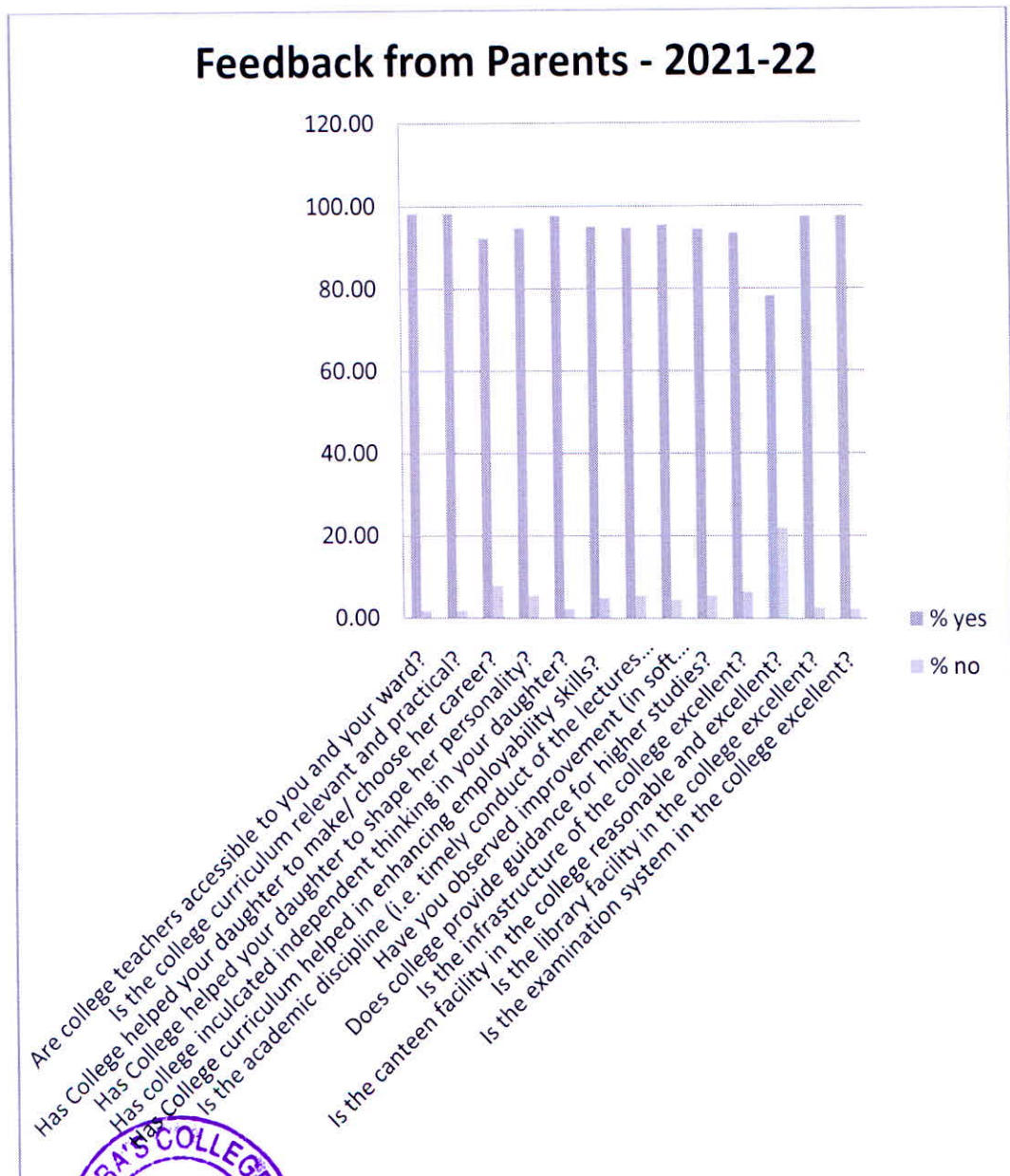
Jayashree
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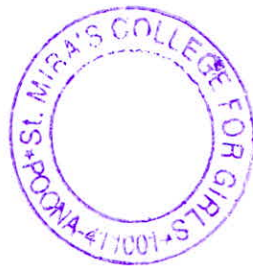
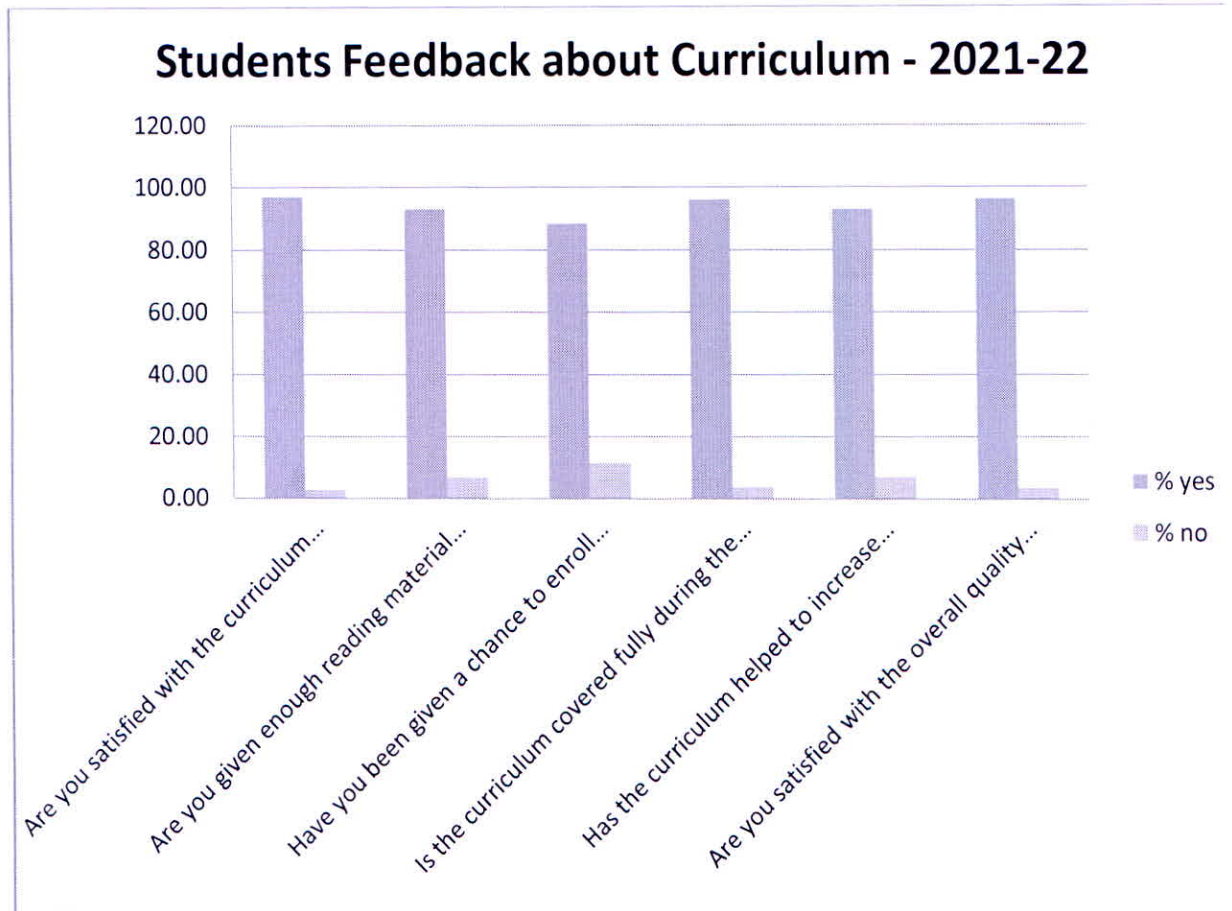

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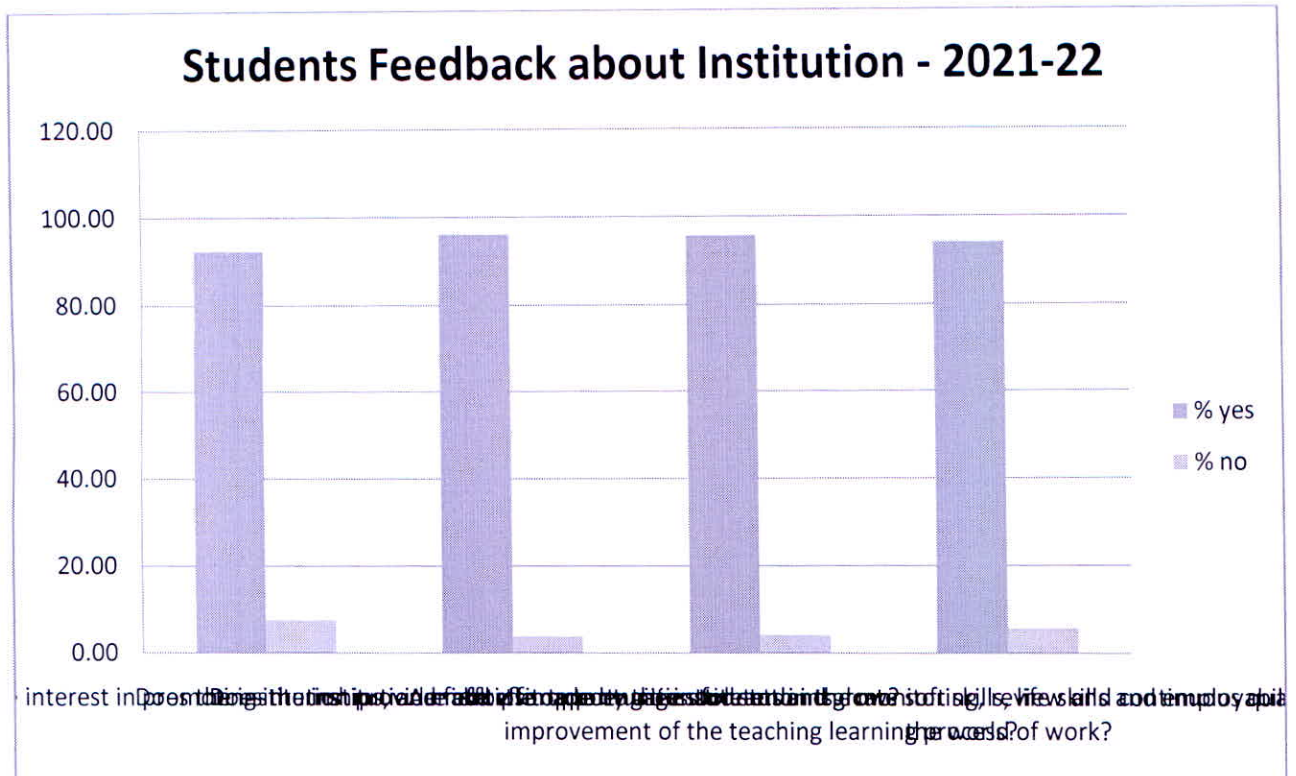
Jayab
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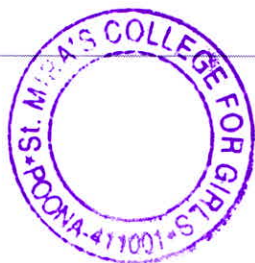
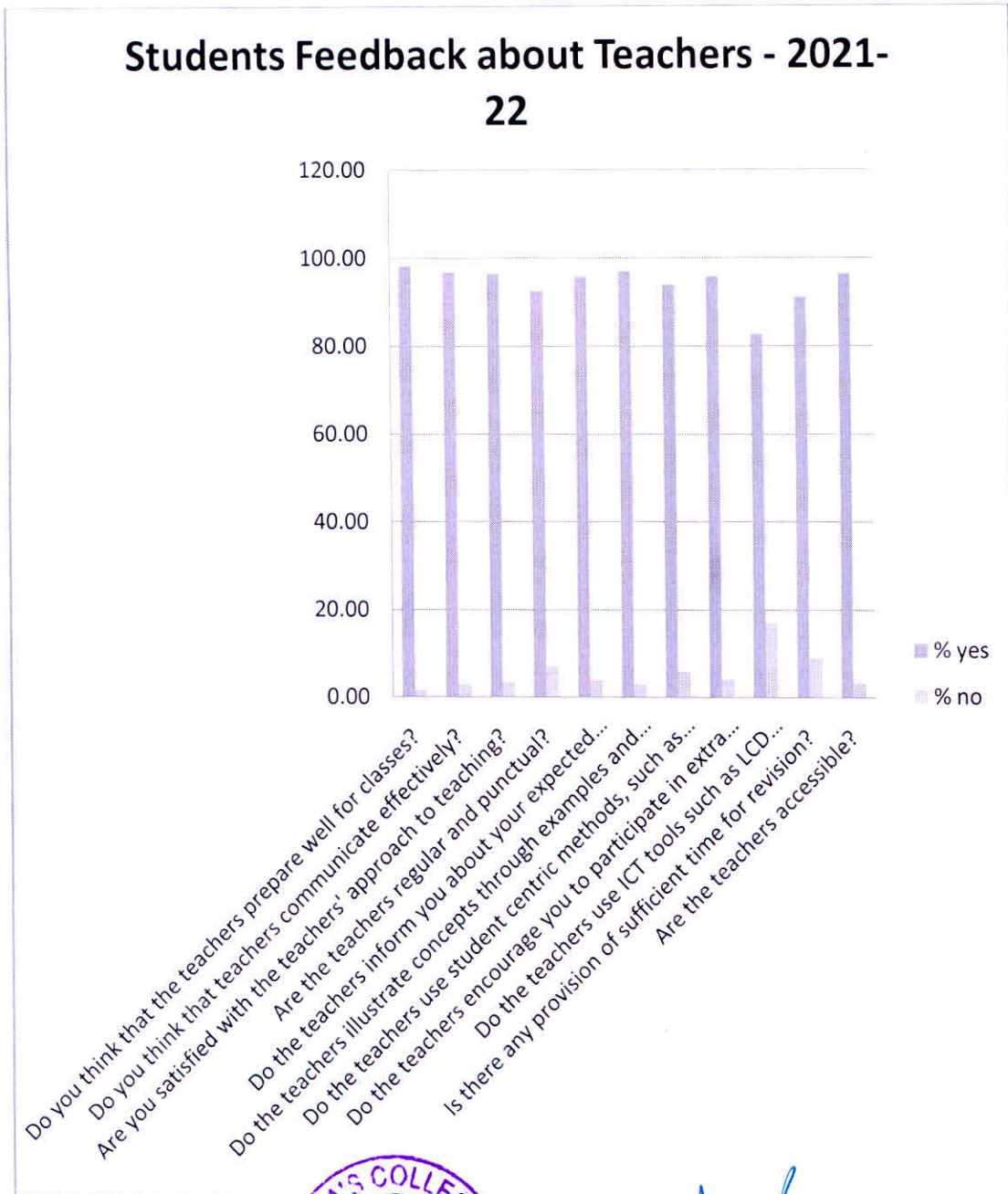

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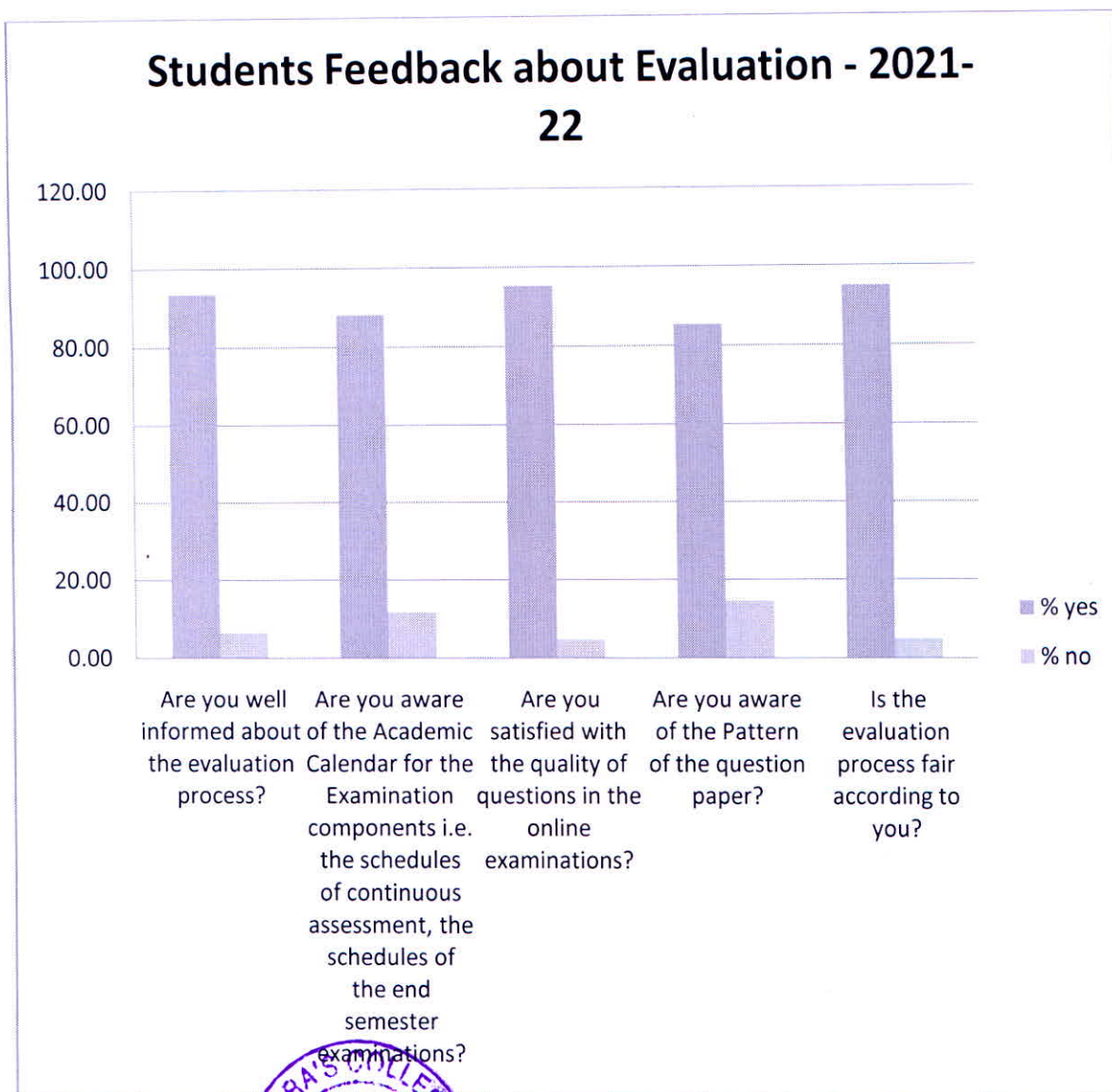
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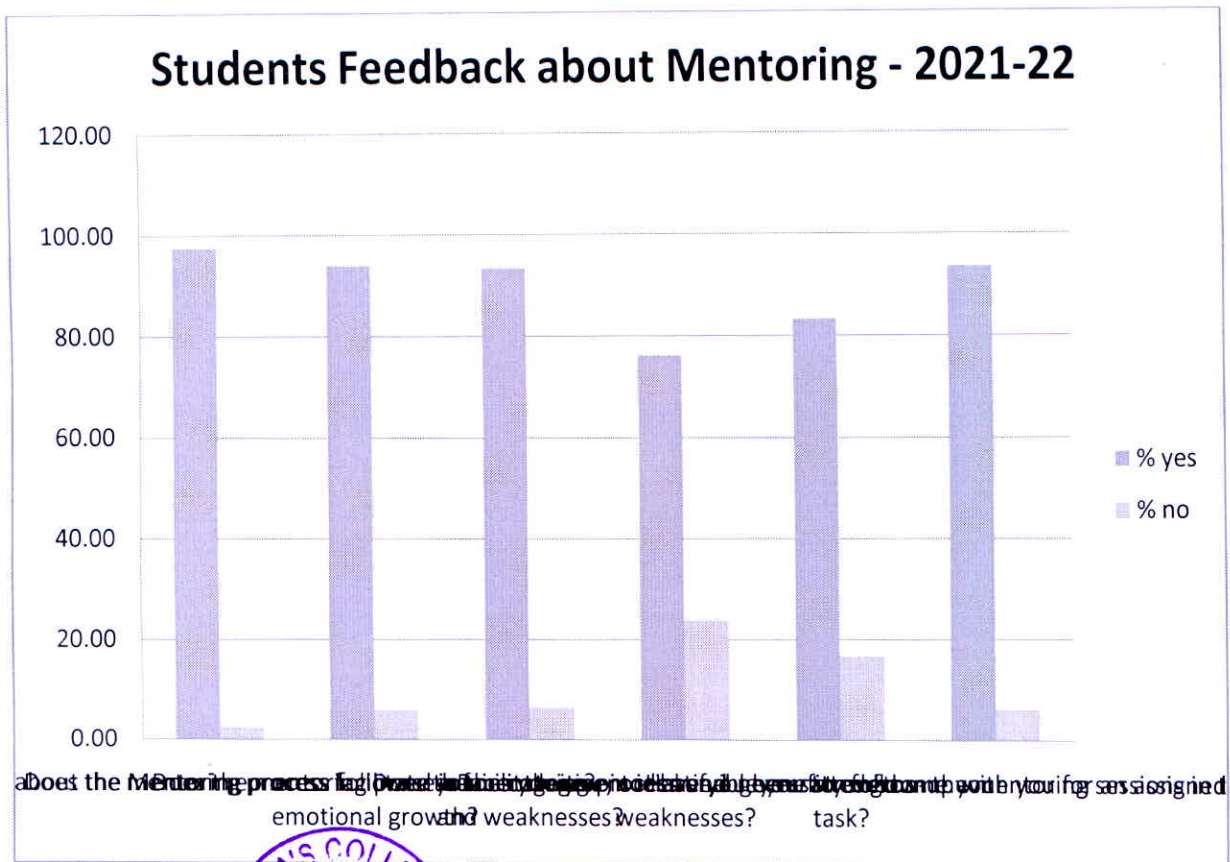

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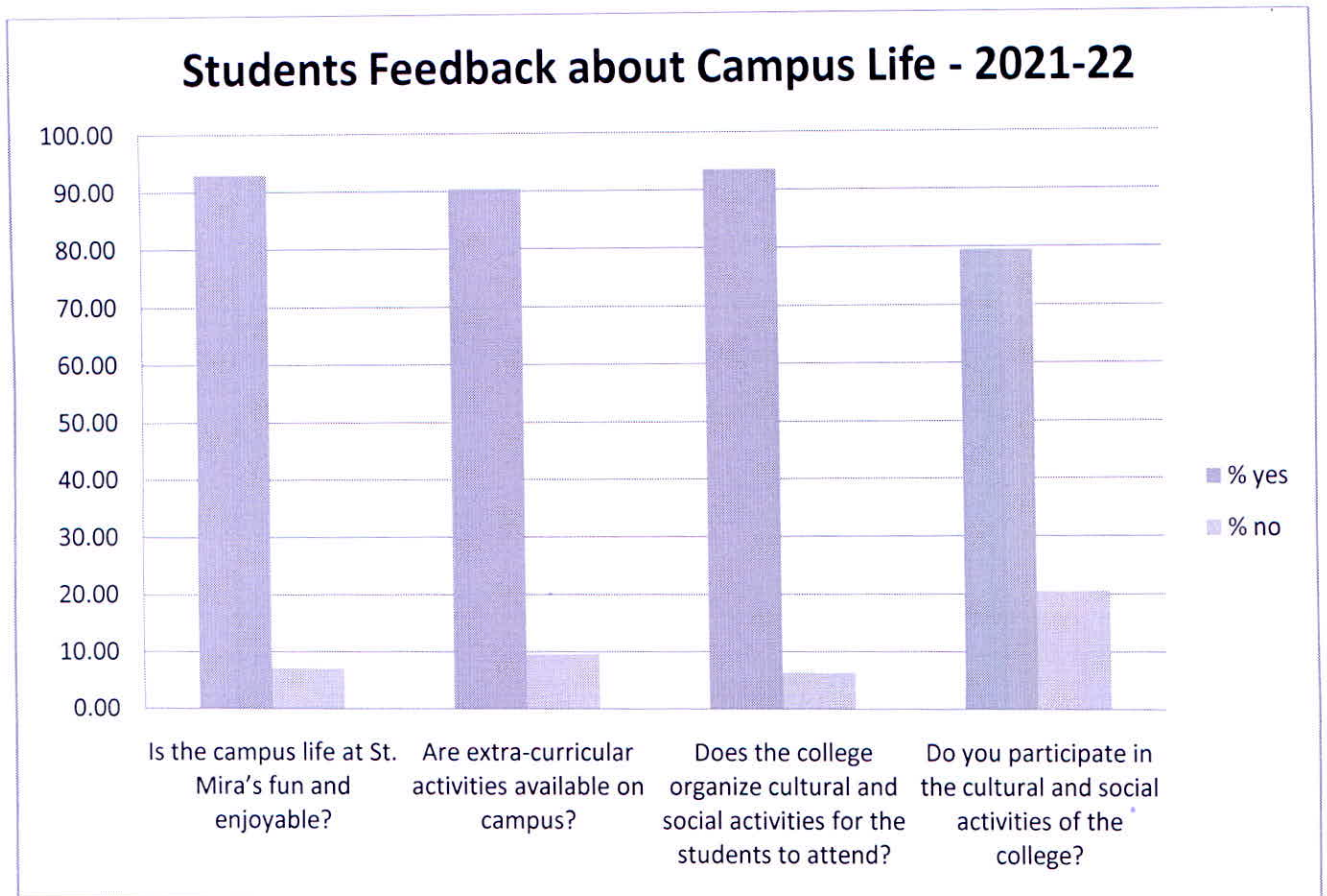

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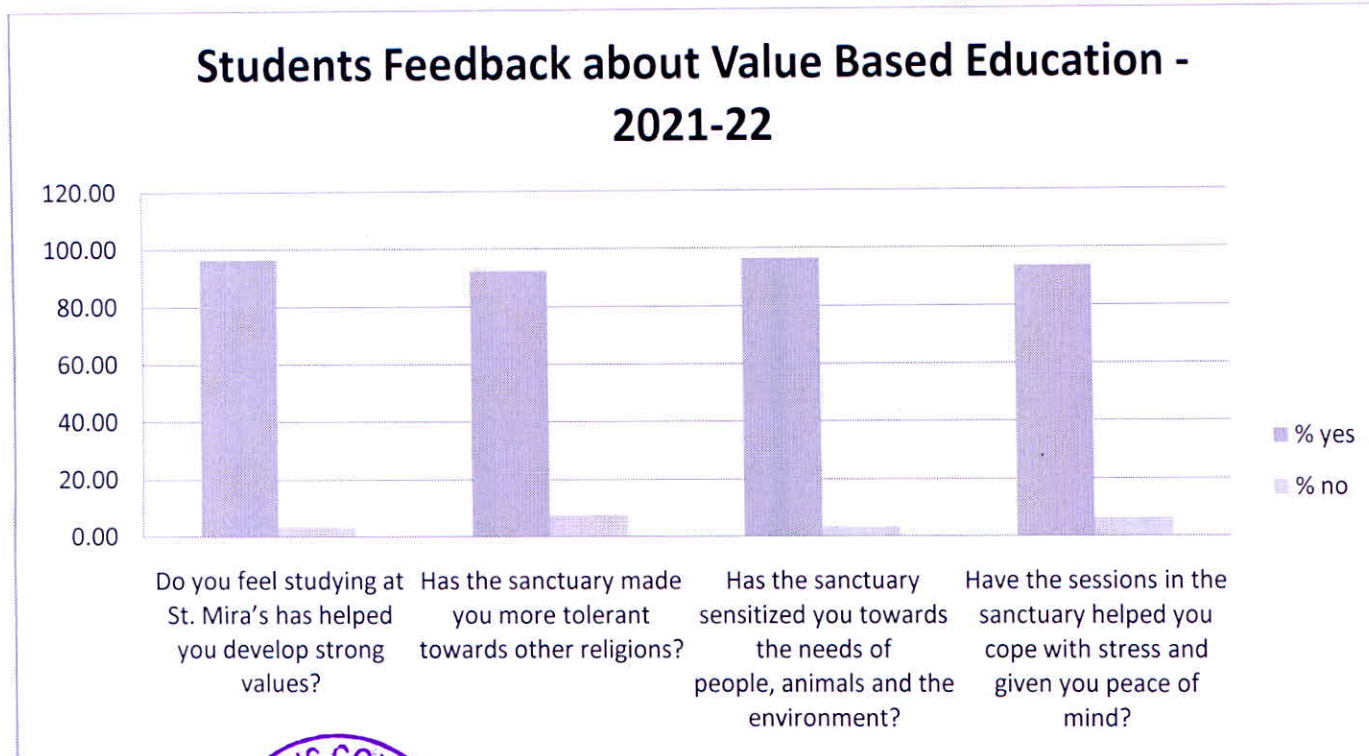
Jayshree
Principal Incharge
St. Mira's College for Girls



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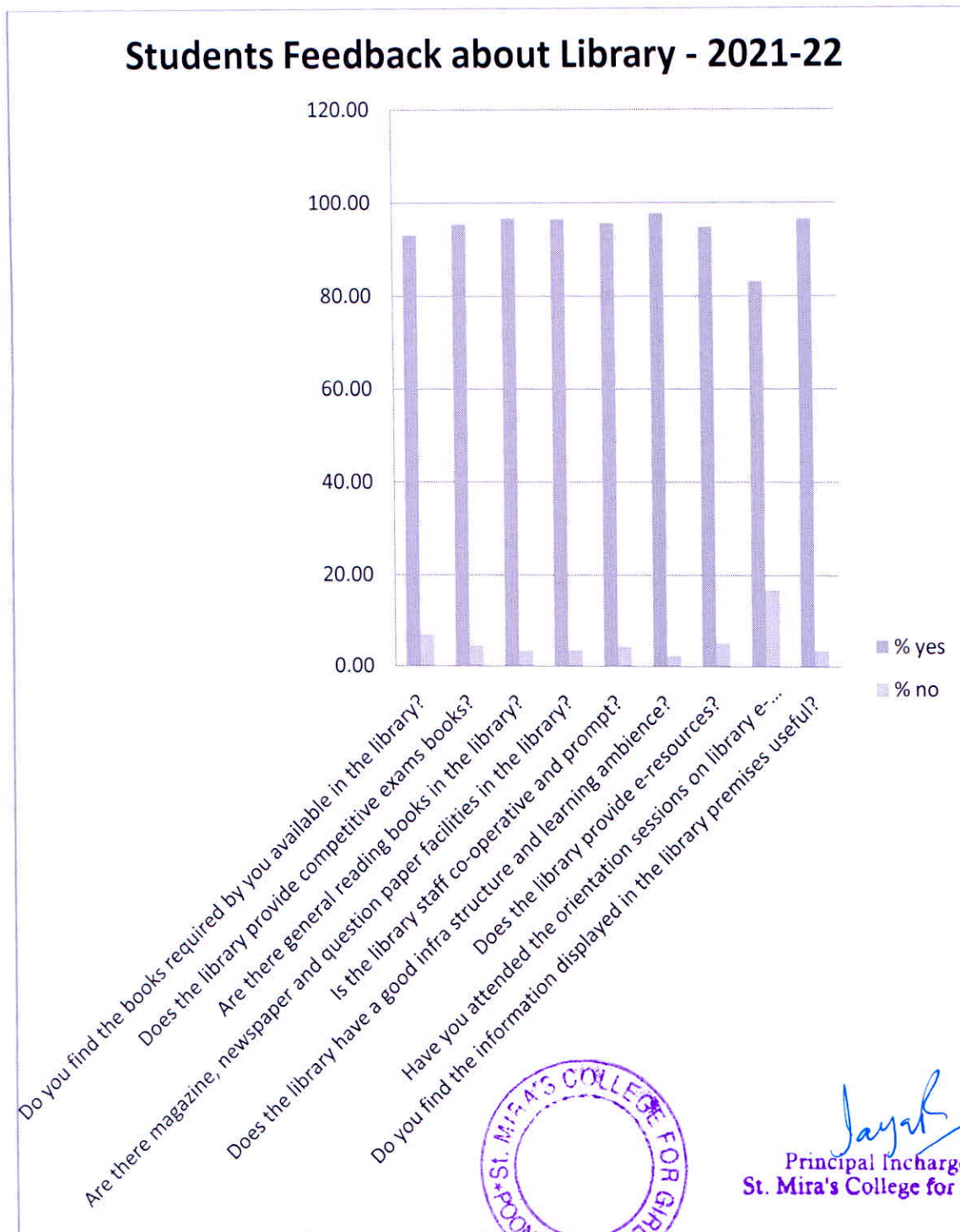
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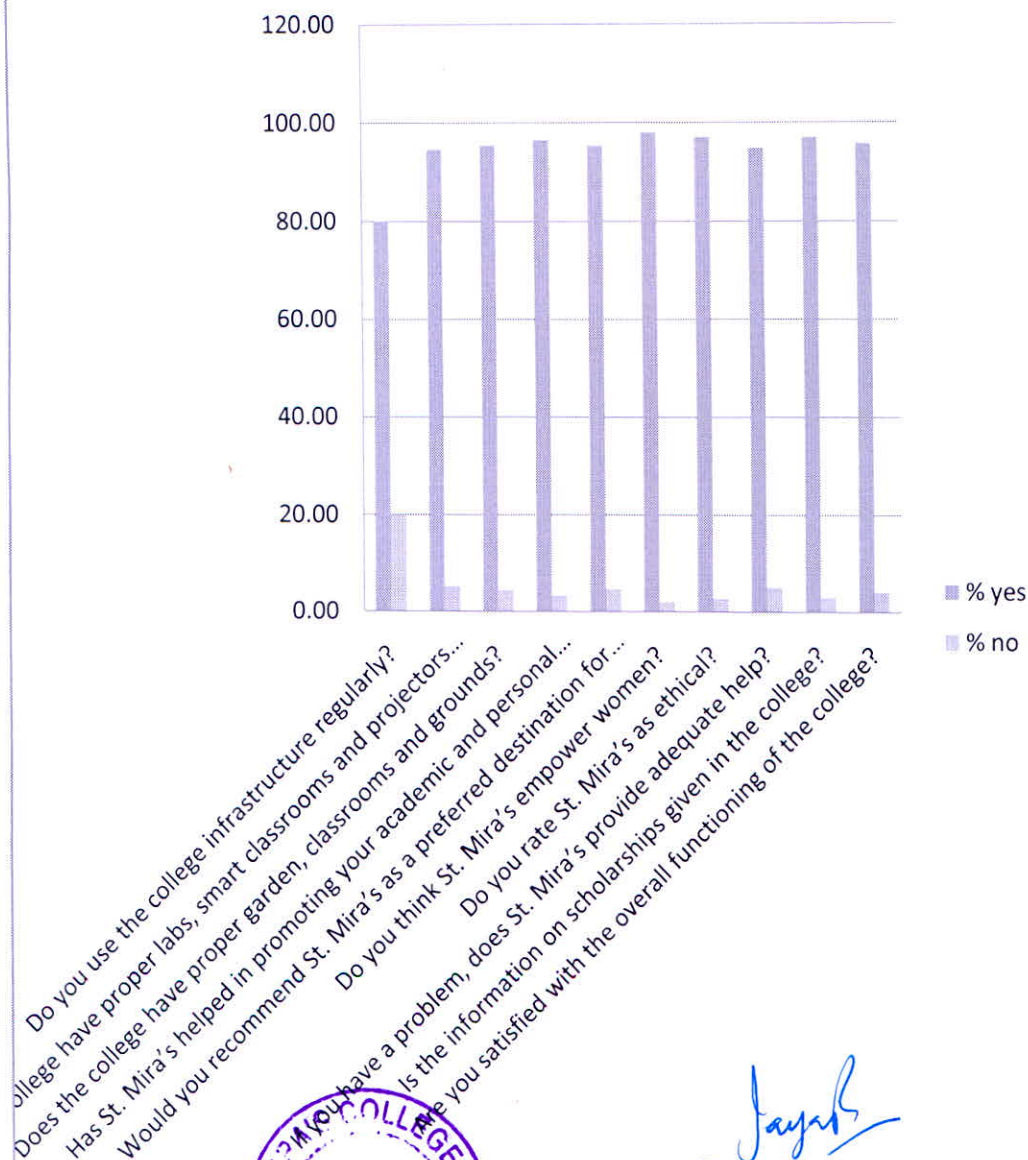


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2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

Students Feedback about Overall Functioning of the College - 2021-22



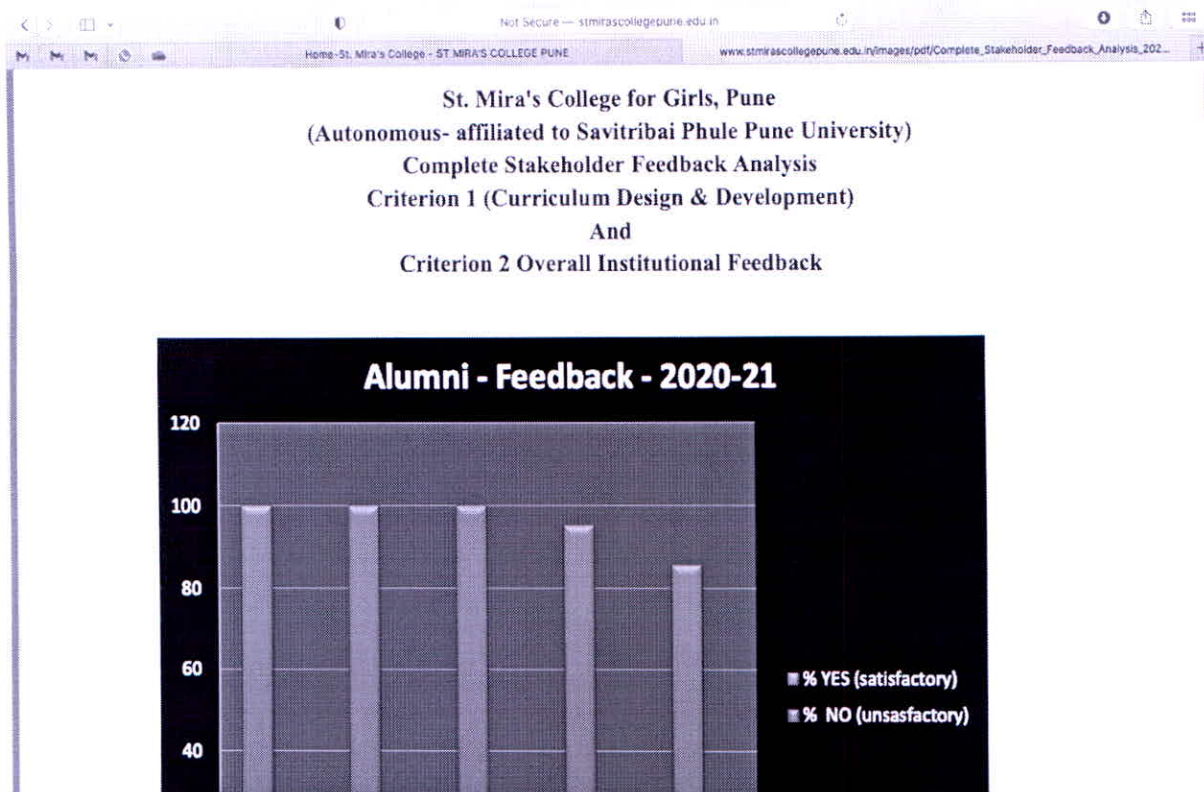
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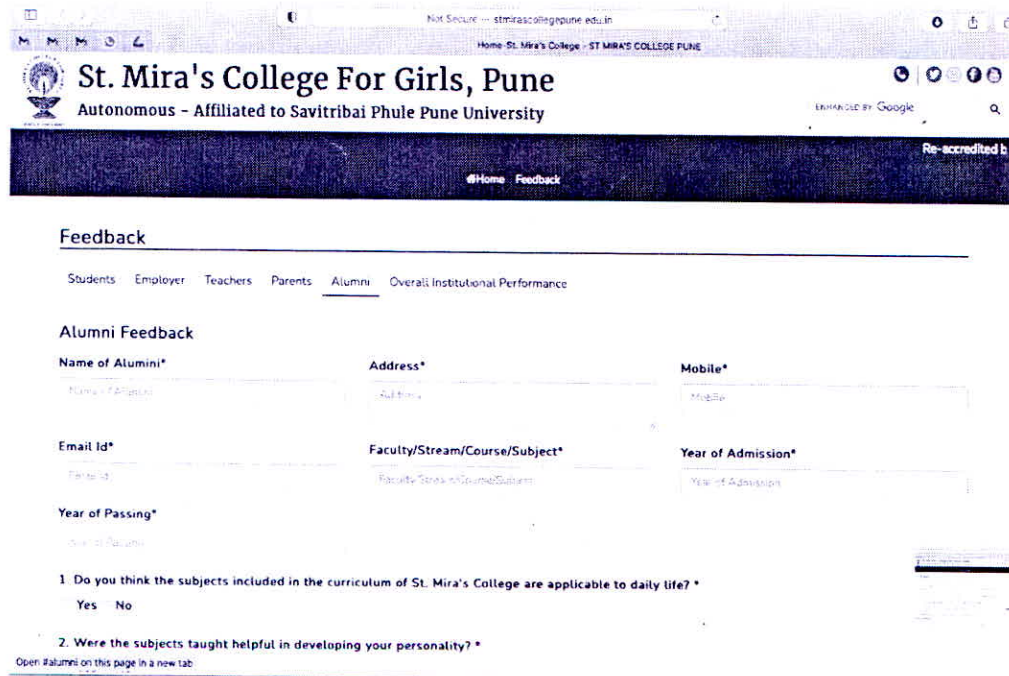
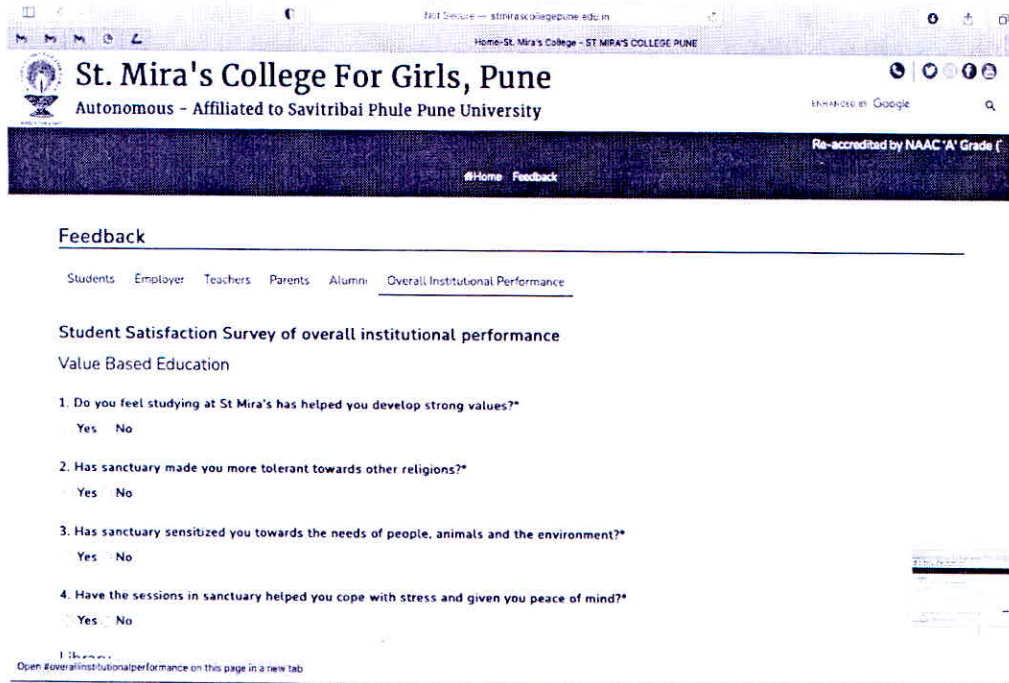


Jayshree
Principal Incharge
St. Mira's College for Girls

St. Mira's College for Girls, Pune
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2.6.2 Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution:

1. Indirect method: alumni feedback, exit survey and employer feedback
<http://www.stmiracollegepune.edu.in/feedback/>




IQAC Co-Ordinator
St. Mira's College for Girls, Pune


Principal
St. Mira's College for Girls

• Indirect Method : Alumni Feedback:

St. Mira's College For Girls, Pune
Autonomous - Affiliated to Savitribai Phule Pune University

Feedback

Students Employer Teachers Parents Alumni Overall Institutional Performance

Parents Feedback

Name of the parent* Contact Number* Name of the Ward*

Name of the department* Academic year* Course of the Ward*

1. Do you think the subjects included in the curriculum of St. Mira's College are applicable to daily life? *
Yes No

2. Were the subjects taught helpful in developing your daughter's personality? *
Yes No

3. Did the curriculum taught at St. Mira's College prepare your daughter for higher studies? *
Yes No

Open #parents on this page in a new tab

• Indirect Method : Teacher Feedback:

St. Mira's College For Girls, Pune
Autonomous - Affiliated to Savitribai Phule Pune University

Feedback

Students Employer Teachers Parents Alumni Overall Institutional Performance

Teachers Feedback

1. Are you satisfied with Autonomy? *
Yes No

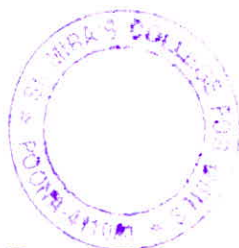
2. Has the Choice Based Credit System been beneficial to students? *
Yes No

3. Does the Semester pattern do justice to the curriculum? *
Yes No

4. Is the syllabus contemporary and practically relevant? *
Yes No

5. Do the Certificate Courses provide value addition to the curriculum? *
Yes No

Open #teachers on this page in a new tab



IQAC Co-Ordinator
St. Mira's College for Girls, Pune

G.H. Gidwani
Principal
St. Mira's College for Girls

• Indirect Feedback: Employer Feedback:

St. Mira's College For Girls, Pune
Autonomous - Affiliated to Savitribai Phule Pune University

Feedback

Students Employer Teachers Parents Alumni Overall Institutional Performance

Employer Feedback

Name of the Firm/Company* Address of the Employer* Contact details*

Name and Designation of the Respondent*

1. Is the knowledge base of the employee satisfactory?*
Yes No

2. Do you find the candidate sincere and hard-working?*

Yes No

3. Has the education at St. Mira's College given them the necessary skills to make them a useful employee? *

Yes No

Open #Employer on this page in a new tab

• Indirect Feedback: Student Satisfaction Survey:

St. Mira's College For Girls, Pune
Autonomous - Affiliated to Savitribai Phule Pune University

Feedback

Students Employer Teachers Parents Alumni Overall Institutional Performance

Student Satisfaction Survey of overall institutional performance

Value Based Education

1. Do you feel studying at St Mira's has helped you develop strong values?*

Yes No

2. Has sanctuary made you more tolerant towards other religions?*

Yes No

3. Has sanctuary sensitized you towards the needs of people, animals and the environment?*

Yes No

4. Have the sessions in sanctuary helped you cope with stress and given you peace of mind?*

Yes No

Library

2. Analysis of Feedback <http://www.stmiracollegepune.edu.in/feedback-analysis.php>

IQAC Co-Ordinator
St. Mira's College for Girls, Pune

G. H. G. Jadhavani
Principal
St. Mira's College for Girls

St. Mira's College for Girls, Pune
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2020-2021 (APRIL 2021)

2.6.3 Pass percentage of Students (Data for the latest completed academic year)

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
MBAR01/GN MBAR01/Soc MBAR01/Eco MBAR01/Eng MBAR01/Psy	TYBA	TYBA	161	155	96.27
MMCO02	TYBCOM	TYBCOM	269	252	93.68
MBCS03	TYBSc (Computer Science)	TYBSc (Computer Science)	54	54	100
MBBA04	TYBBA [Marketing, Finance, HR]	TYBBA [Marketing, Finance, HR]	84	84	100
MBCA05	TYBBA(Computer Applications)	TYBBA(Computer Applications)	76	76	100
MMCS03	MASTER IN COMPUTER science	MASTER IN COMPUTER science	25	25	100
MMAR01/SO	MA SOCIOLOGY	MA SOCIOLOGY	11	11	100
MMAR01/EC	MA ECONOMICS	MA ECONOMICS	12	12	100
MMAR01/EN	MA ENGLISH	MA ENGLISH	13	13	100
MMCO02/BA	M.Com (Business Administration)	M.Com (Business Administration)	7	7	100
MMCO02/AC	M.Com (Accountancy & Taxation)	M.Com (Accountancy & Taxation)	37	33	89.19
TOTAL			749	722	96.40%

Diwakar

Dr. Vaishali Diwakar
Controller of Examinations



Jayak

Dr. Jaya Rajagopalan
Principal Incharge