

Study Tour Report

Government Arts College Bayad to St. Mira's College For Girls, Pune

Visiting HEI: Government Arts College, Bayad, Gujarat, Date: 7th and 8th October 2025.

Visited HEI: St. Mira's College For Girls, Pune (Autonomous)

Introduction

- **Brief Overview of the Institution Visited:**
 - **An Empowered Autonomous College since 2023 and Autonomous since 2007.** St. Mira's College For Girls, established in 1962 by Sadhu T.L. Vaswani, is a pioneering **Autonomous** college in Pune dedicated exclusively to women's education.
 - **Holds NAAC 'A' Grade (CGPA 3.19) and has twice received CPE Status.**
 - **Runs under the Mira Movement in Education, prioritizing "Character Building" and Well-being of Staff and Students.**
- **Purpose and Scope of the Visit:**
 - **To study the successful transition and implementation of NEP 2020 mandates.**
 - **To document and analyse the Best Practices (ERP, Student Aid Programme, CWE) for potential replication in Gujarat HEIs.**

1. NEP 2020 Implementation

- **Multidisciplinary Curriculum and Skill-based Courses:**
 - **Successfully implemented NEP for first-year UG students, allowing selection of multidisciplinary courses across streams (Elective, Minor, AEC, VSC, VEC).**
 - **New VSC courses introduced include Cyber Law and Basics of Entrepreneurship.**
- **Academic Bank of Credits (ABC) and Flexible Credit Transfer:**
 - **Achieved 100% student registration on the ABC portal with 15 registered programs.**
 - **Created and implemented an Equivalence Policy for Lateral Transfers to facilitate student mobility.**

- **Outcome-Based Education (OBE) and Continuous Internal Evaluation:**
 - OBE model maps all assessment questions to Course Outcomes (COs) and Program Outcomes (POs), aligned with Bloom's Taxonomy (Remembering to Creating).
 - POs specifically target Academic, Personal/Skill-Based, and Ethical/Moral/Social Competence.
- **Technology-enabled Learning Platforms (LMS, Blended Learning, MOOCs):**
 - Utilizes ERP Studium for administration, examination, and lecture capturing.
 - LMS MOODLE & Studium is used for Flipped Classrooms and hosting recorded lectures for blended learning.
 - Successfully conducted 3 COIL (Collaborative Online International Learning) courses with international universities via the MILE (Mira International Learning Exchange).
- **Holistic Student Development and Innovation:**
 - Instills core values through a daily, compulsory Sanctuary session (chanting, yoga, meditation).

2. Academic and Co-Curricular Clubs

- **Literary, Cultural, Innovation, Entrepreneurship, NSS, NCC, Sports, Environment, etc.:**
 - The Centre for Women's Entrepreneurship (CWE) is a key focus for promoting self-reliance.
 - Active Green Club contributes to sustainability initiatives.
- **Student Engagement and Leadership Mechanisms:**
 - Promotes a decentralized and participative governance model involving students in academic and administrative committees.
- **Industry/Professional Linkages for Experiential Learning:**
 - Established 30 MoUs with industries for internships, placements, and collaboration.
 - Implemented an OJT (On-the-Job Training) framework for first-year PG courses under NEP.

3. Infrastructure and Facilities

- **ICT-enabled Classrooms and Teaching Aids:**
 - 9 out of 44 classrooms are equipped with LCD projectors.
 - Plans include converting more classrooms into Smart Board Classrooms.
- **Library with E-resources, E-journals, Institutional Repository:**
 - Library resources are leveraged for promoting multilingualism (exhibitions of books in Hindi and Marathi).
- **Research and Innovation Facilities – Laboratories, Incubation Centers, Research Clusters:**
 - 7 well-equipped laboratories are available for practical training.
 - The CWE successfully functions as an incubation ecosystem.
- **Sports Facilities, Hostels, Health and Wellness Centers:**
 - A significant focus on Well-being of Staff and Students through an effective Student Aid Programme.
- **Inclusive Infrastructure for Differently-abled Students:**
 - Provides inclusive provisions such as customized timings and writers for Divyangjan students in examinations.
 - Notes and lectures are recorded and uploaded to LMS for Learners with Differential Needs.

4. Staff Position and Faculty Development

- **Adequacy of Teaching and Non-teaching Staff:**
 - The Full-time Student-Teacher Ratio is 2291:49 (as of July 2023).
- **Faculty Qualifications and Diversity: (Details not specified in the source document).**
- **Faculty Development Programs (FDPs):**
 - 14 teachers attended FDPs focused on ERP training, CO-PO mapping, Paper setting, and OJT.
- **Performance Appraisal and Research Incentives:**
 - Performance appraisal processes were systematized for quality sustenance.

- Future plan includes introducing a Seed Money Policy to encourage research publications and funding.

5. Teaching Methodology

- **Student-centric Approaches: Projects, Flipped Classrooms, Case Studies:**
 - Implements the Flipped Classroom model via MOODLE & Studium.
 - Assignments include creative, high-order thinking tasks like writing video game scripts and diary entries (based on Bloom's Taxonomy).
- **ICT Integration and Virtual Learning Systems:**
 - All lectures are recorded and made available online on the LMS MOODLE.
- **Experiential Learning: Internships, Industrial Visits, Fieldwork:**
 - Experiential Learning includes mandatory field visits to Wadas, Museums, and Hospitals.
 - Implemented OJT (On-the-Job Training) for PG courses to bridge the skill gap.
- **Student Feedback Mechanisms:**
 - Syllabus design and revision are based on structured feedback from students, parents, and industry stakeholders to ensure high employability relevance.

6. Student–Teacher Ratio

- **Ratio Maintained as per UGC/AICTE Norms:**
 - The college maintains a ratio of approximately 1:47.
- **Mentoring and Personal Guidance Practices:**
 - The Effective Student Aid Programme serves as the core mechanism for personal guidance and well-being support.

7. Attendance Monitoring

- **Systems for Monitoring Student and Faculty Attendance:**
 - ERP Studium is used for student enrollment, examination management, and publishing results.
- **Workload Distribution and Accountability:**

- The ERP system automatically publishes results online and emails pass-fail reports to concerned faculty members, enhancing accountability in academic processes.
- **Linkage of Attendance with Performance and Mentoring:**
 - (Details not explicitly detailed in the source document).

8. Best Practices Observed

- **Research and Innovation Culture:**
 - CWE is the main driver, focusing on Self reliance of women through entrepreneurship.
 - Alumni engagement secured a donation of ₹1,29,308 for a conference on “Innovations in Mental Health”.
- **Community Outreach and Extension:**
 - Active student involvement in the Green Club for environmental initiatives.
 - Plans to encourage 2 more departments to be involved in outreach activities.
- **Practices Identified for Replication at Our Institutions (GAC Bayad):**
 - **Best Practice 1: Student Aid Programme (Well-being of Staff and Students).**
 - **Best Practice 2: Comprehensive ERP (Digitization of Administration, Examination, and CO-PO Mapping).**

9. Governance and Administration

- **Transparent and Accountable Structures:**
 - Governance is decentralized and participative, guided by a formal strategic perspective plan.
 - IQAC ensures continuous improvement using sub-committees for each NAAC criterion.
- **Academic Councils and Participatory Governance:**
 - Utilizes Statutory and Non-Statutory Committees where students and faculty hold formal representation.
- **Mentoring and Grievance Redressal Mechanisms:**

- The Student Aid Programme acts as a crucial psychological support and grievance redressal mechanism.

10. Industry–Academia Linkages

- **MoUs and Collaborations with Industries/Research Bodies:**
 - 30 MoUs are actively managed to support academic, social outreach, and OJT activities.
 - Goal set to initiate at least one MoU per department for strengthening consultancy and research.
- **Internship and Placement Opportunities:**
 - Placement Cell organizes essential training in Soft Skills, CV writing, and Job Interview techniques.
- **Functioning of Incubation Centres:**
 - CWE functions effectively to mentor students and aims for high rates of self-employment and entrepreneurial success.

11. Student Support and Progression

- **Scholarships and Financial Support Mechanisms:**
 - Provided inclusive provisions (e.g., customized exam timings) and resources (e.g., recorded lectures) to Divyangjan students.
- **Career Counselling and Mentoring Services:**
 - Support provided by the Placement Cell and the Student Aid Programme.
- **Support for Entrepreneurship and Start-ups:**
 - Specialized support is provided by the CWE for students aiming for self-employment.

12. Key Takeaways and Way Forward

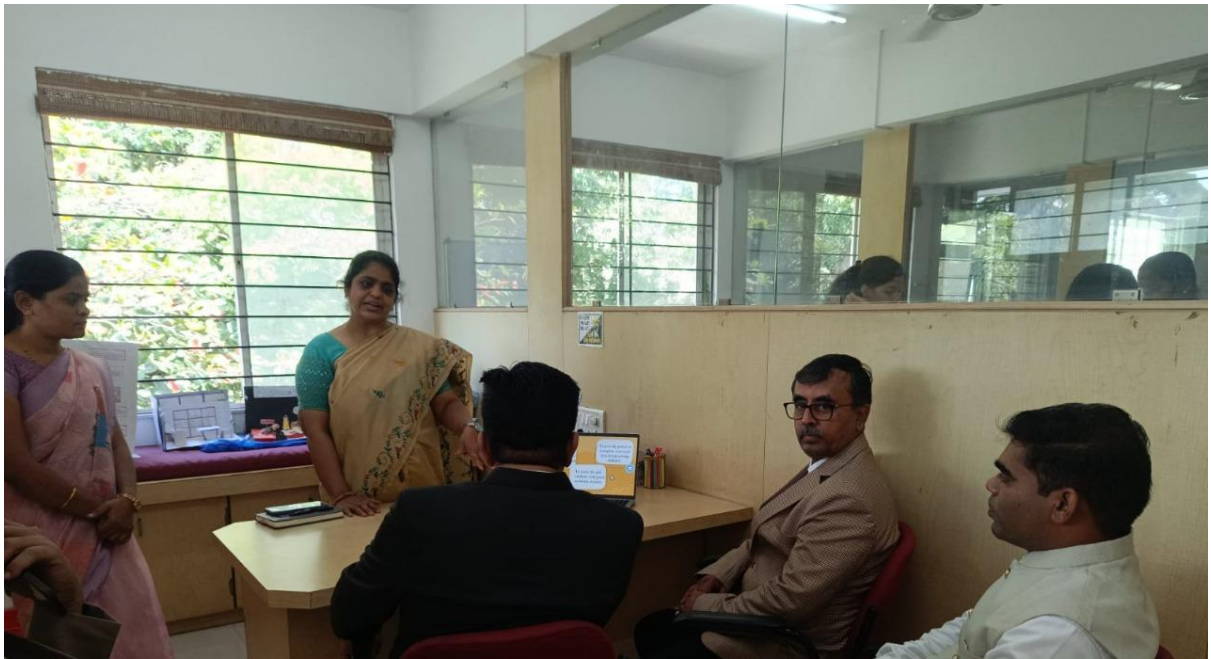
- **Summary of Best Practices and Learnings:**
 - The college effectively leveraged its Autonomous Status to rapidly align curriculum with NEP 2020.
 - The Student Aid Programme is a replicable model for institutionalizing student well-being.

- **Full ERP adoption ensures transparency, accountability, and strong documentation.**
- **Areas Identified for Improvement (St. Mira's Future Plans):**
 - **Need to introduce a Seed Money Policy to boost faculty research.**
 - **Plan to upgrade more classrooms to Smart Board Classrooms.**
 - **Need to strengthen documentation of Student Progression.**
- **Recommendations for Strategic Adoption of Reforms at GAC Bayad:**
 - **Recommendation 1 (Well-being): Immediately establish a formal Student Aid/Well-being Programme with dedicated counselling support.**
 - **Recommendation 2 (Digitalization): Initiate phased adoption of a robust ERP system to digitize attendance, examinations, and CO-PO mapping, enhancing accountability.**
 - **Recommendation 3 (NEP): Set a target for every department to initiate at least one MoU for OJT and experiential learning activities.**
 - **Recommendation 4 (CRAP): Prepare an event data, Circular, Report, Attendance, and Photographs.**
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Photographs of the Visit

















Study Tour Report

Government Arts College Bayad to Annasaheb Waghire College of Arts, Science and Commerce

under the scheme “Learning and Exposure-cum-Study Tour for Faculties”.

HEI Visited: Annasaheb Waghire College of Arts, Science and Commerce, Otur, Pune.

Visiting HEI: Government Arts College, Bayad, Gujarat. Date: 9th and 10th October 2025

Accreditation Status: NAAC 'A' Grade (CGPA 3.18, Cycle 3, 2023).

Introduction

➤ **Brief overview of the institution visited:**

- **Annasaheb Waghire College** is an **Affiliated, Grants-in-aid, and Co-educational** institution located in a **Rural** area of Pune District, Maharashtra, affiliated with Savitribai Phule Pune University.
- The college holds a current **NAAC 'A' Grade** with a CGPA of **3.18**.
- It has secured significant central funding, including **RUSA grant of ₹2.00 Cr** and a **DBT Star College Program grant of ₹1.24 Cr** for enhancing research and infrastructure.

➤ **Purpose and scope of the visit:**

- To conduct an exposure-cum-study tour to observe and document best practices in academic, administrative, and quality enhancement processes.
- To gather structured data and learning outcomes for potential replication at our institution, ensuring alignment with the mandates of **NEP 2020** and **NAAC/NIRF** quality benchmarks.

1. NEP 2020 Implementation

➤ **Multidisciplinary curriculum and skill-based courses:**

- The college focuses on a **multidisciplinary approach** offering various short-term and add-on courses to students.
- It is recognized as a **"Pramod Mahajan Kaushalya Vikas Kendra"** centre by the Government of Maharashtra.
- Skill development includes hands-on training, **field practicals, surveys, industry visits**, and **Entrepreneurship Development Programs (EDPs)** on topics like LED bulb manufacturing and Apiculture.

➤ **Academic Bank of Credits (ABC) and flexible credit transfer:**

- Students are **registered on the ABC portal**, signifying preparedness for the system.

- Academic flexibility is provided through the credit system and choice of elective courses.
- An **e-content studio** is established, with plans to use it to conduct online courses for credit transfer.
- **Outcome-Based Education (OBE) and continuous internal evaluation:**
 - **OBE is formally implemented**, with defined and publicly displayed POs, PSOs, and COs.
 - **Continuous Internal Evaluation (CIE)** is robust, utilizing tools like unit tests, assignments, and quizzes.
 - Significantly, CIE also considers **student participation in NSS, NCC, Sports, and cultural activities** for holistic evaluation.
- **Technology-enabled learning platforms:**
 - **ICT integration** is high, with digital platforms (Google Meet, Zoom, Google Classroom) extensively used for teaching and communication.
 - An **e-content development studio** has been set up to facilitate the creation of virtual learning content.
- **Holistic student development and innovation:**
 - The college promotes **Indian Knowledge Systems (IKS)** through curriculum and campus events, often using **Vedic literature**.
 - Faculty discussions focus on NEP core principles like **critical thinking, creativity, and logical decision-making**.

2. Academic and Co-Curricular Clubs

- **Literary, cultural, innovation, entrepreneurship, NSS, NCC, sports, environment, etc.:**
 - A wide range of active co-curricular units are available, including NSS and NCC.
 - The focus on **Entrepreneurship Development Programs (EDPs)** is strong, with practical training workshops provided.
- **Student engagement and leadership mechanisms:**
 - The institution practices a high degree of **participatory governance**.
 - **41 committees** are operational, ensuring that faculty, students, and other staff are involved in effective and shared decision-making.
- **Industry/professional linkages for experiential learning:**
 - Multiple **MoUs and collaborations** are in place with industries and foundations.
 - An MoU with the **AASTHA Foundation** provides students with access to **free computer-based skill enhancement courses**.
 - **22 courses** formally incorporate experiential learning through project work, fieldwork, or internships.

3. Infrastructure and Facilities

- **ICT-enabled classrooms and teaching aids:**
 - The campus has **27 classrooms and seminar halls**.
 - All departments and classrooms are equipped with **LCD projectors** and computers with internet access.
 - The RUSA grant was effectively used for **laboratory and classroom renovation** and ICT procurement.
- **Library with e-resources, e-journals, institutional repository:**
 - The library maintains **good e-resources** for stakeholders.
 - A significant initiative is the **Book Bank** for providing free books to poor and needy students.
- **Research and innovation facilities:**
 - The college is focused on **strengthening the research and incubation center**.
 - The recently sanctioned **DBT Star College Program grant** is specifically directed towards boosting science laboratory and research infrastructure.
- **Sports facilities, hostels, health and wellness centers:**
 - The college provides a playground and an **Open Gym facility**.
 - The playground and open gym are made **accessible to the local community**, promoting health and wellness beyond the campus.
- **Inclusive infrastructure for differently-abled students:**
 - Details regarding specific infrastructure (ramps, specialized toilets) for differently-abled students were not explicitly provided in the documentation reviewed.

4. Staff Position and Faculty Development

- **Adequacy of teaching and non-teaching staff:**
 - The college maintains near-full staff strength, with **40 full-time teachers** against 42 sanctioned posts.
- **Faculty qualifications and diversity:**
 - Faculty qualifications are notably high, with **82.5% (33 out of 40) of full-time teachers holding a Ph.D./D.Sc./D.Litt. degree**.
- **Faculty Development Programs (FDPs):**
 - The institution organized **2 professional development/administrative training programs** for staff during the year.
 - **8 teachers** attended external FDPs (Orientation/Refresher/Short-term courses).

➤ **Performance appraisal and research incentives:**

- The **UGC-mandated API system** is implemented for performance appraisal.
- **Research performance** is a key incentive, with recruitment and promotions adhering to UGC and University guidelines.

5. Teaching Methodology

➤ **Student-centric approaches:**

- Curriculum delivery utilizes **experiential, participative, and problem-solving methodologies**.
- Students are involved in **interdisciplinary projects** aimed at addressing social problems.

➤ **ICT integration and virtual learning systems:**

- **ICT tools** are integrated into daily teaching-learning processes, supported by the IQAC.
- The **e-content studio** allows for the creation of content necessary for virtual and blended learning.

➤ **Experiential learning:**

- **67 students** participated in project work, fieldwork, or internships during the year.
- Experiential learning is a formal part of the curriculum in **22 courses**.

➤ **Student feedback mechanisms:**

- A comprehensive feedback system is in place, collecting classified feedback from **all four stakeholders: Students, Teachers, Employers, and Alumni**.
- The feedback is analyzed, and a transparent **Action Taken Report (ATR)** is made available on the website.

6. Student–Teacher Ratio

➤ **Ratio maintained as per UGC/AICTE norms:**

- The ratio of students to full-time teachers is approximately **17.77:1 (711 students/40 teachers)**, which is within the recommended UGC norms.

➤ **Mentoring and personal guidance practices:**

- A formal **class mentor system** is implemented to provide personal guidance, support, and communication with students and parents.

7. Attendance Monitoring

• **Systems for monitoring student and faculty attendance:**

- Specific details regarding a structured, digital system for monitoring faculty/student attendance and workload distribution were not explicitly available in the documentation reviewed.
- **Linkage of attendance with performance and mentoring:**
 - The formal linkage of attendance records with performance review or specific mentoring triggers was not detailed in the documentation reviewed. The **class mentor system** serves as the primary guidance mechanism.

8. Best Practices Observed

- **Research and innovation culture:**
 - The successful attainment of the **DBT Star College Program grant** highlights a commitment to scientific research and innovation.
- **Community outreach and extension:**
 - Facilities like the playground and open gym are extended for **local community use**.
 - NSS units focus on community needs, including **tree plantation** and awareness campaigns.
- **Sustainability and green campus initiatives:**
 - The college promotes **green practices** including **paperless work**, avoidance of plastic, and regular **tree plantation** (35-40 new plants planted).
- **Alumni engagement and networking:**
 - Alumni engagement is highly effective, resulting in **voluntary donations of infrastructure** like benches, water tanks, and paver blocks.
- **Practices identified for replication at our institutions:**
 - **Student Benevolent Fund (Samata Bahu-Uddeshiy Vikas Sanstha):** A highly commendable practice where **28 teachers voluntarily contribute** to a fund to provide financial aid to poor and needy students (₹71,825.00 disbursed in AY 2023-24).
 - **Structured Alumni Infrastructure Donation:** Formalizing a process to channel alumni donations specifically towards infrastructure needs.

9. Governance and Administration

- **Transparent and accountable structures:**
 - The institution has implemented **e-governance** in all key areas: Administration, Finance, Admissions, and Examinations.
 - The **Grievance Redressal system** is reported to be efficient and time-bound.
- **Academic councils and participatory governance:**

- Governance is highly **participatory**, operating through **41 active committees** that seek input from all stakeholders, ensuring shared decision-making.
- **Mentoring and grievance redressal mechanisms:**
 - The **Grievance and Redressal Cell** and **Sexual Harassment Committee** are established.
 - The **class mentor system** provides personal and academic guidance.

10. Industry–Academia Linkages

- **MoUs and collaborations with industries/research bodies:**
 - The college maintains robust **MoUs** with various entities to enhance student skills and professional exposure.
 - Linkages support the delivery of **skill enhancement courses** (e.g., AASTHA Foundation).
- **Internship and placement opportunities:**
 - **Industry visits and internships** are regular components of the curriculum.
 - Dedicated **Career Guidance and Placements Activities** are supported by the IQAC.
- **Functioning of incubation centres:**
 - The institution is focused on **strengthening its research and incubation center**, which is a key objective of the newly acquired DBT Star College grant.

11. Student Support and Progression

- **Scholarships and financial support mechanisms:**
 - The institution fulfills its social commitment by filling **reserved category seats (334)** as per government policy.
 - Financial support is uniquely provided through the **Teacher-Contributed Student Benevolent Fund** and the **Book Bank** initiative.
- **Career counselling and mentoring services:**
 - Dedicated **Career Counselling** and **Placement Activities** are conducted.
 - **Student Orientation Activities** focus on preparation for competitive exams and placement strategies.
- **Support for entrepreneurship and start-ups:**
 - **Entrepreneurship Development Programs (EDPs)** are regularly conducted to foster start-up abilities in students.

12. Key Takeaways and Way Forward

- **Summary of best practices and learnings:**
 - The college's success stems from a strong **Quality Culture (NAAC 'A')**, effective **utilization of Central Government Grants (RUSA, DBT)**, and innovative **student welfare practices** (Teacher-Contributed Fund).
 - The establishment of the **e-content studio** and **ABC portal registration** demonstrate proactive NEP 2020 alignment.
 - The model of **participatory governance** with **41 active committees** is highly effective for decentralized management.
- **Areas identified for improvement (as per the college's plan):**
 - Smooth and complete transition to **NEP 2020** mandates.
 - Full and effective utilization of the new **DBT Star College Program grants**.
 - Further **encouragement of staff research activities** and increased use of ICT in the teaching-learning process.
- **Recommendations for strategic adoption of reforms in line with NEP 2020 and NAAC/NIRF benchmarks (for Government Arts College Bayad):**
 - **Adopt the Teacher-Contributed Student Benevolent Fund model** for structured financial aid to needy students.
 - **Develop an E-Content Studio** immediately to facilitate blended learning and the creation of credit-transferable online courses as required by NEP 2020 and the ABC scheme.
 - **Enhance Participatory Governance** by increasing the number of active, formal committees involving faculty and students in academic and administrative decision-making.
 - **Formalize Alumni Engagement** specifically for infrastructure development projects, replicating the success observed.
 - **Pos and Cos evaluation system**

Photographs of the Visit























