SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI PANDHARINATH ARTS COMMERCE SCIENCE COLLEGE POKHARI

AT/POST- POKHARI, TAL- AMBEGAON, DIST- PUNE
410509
www.spmahavidyalaya.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Pandharinath Vidyavikas Mandal Pokhari was established in the year 1982. Environment, water, forest and land have been conserved in the Scheduled Tribes in the Tribal Application Area. Despite this, these tribes are far from socio-educational and economic development. They have a specific culture, dialect, but this culture and dialect has been neglected for educational development.

This is a popular and growing college which is joined by students in Tribal areas of Pune. A new spacious building with plan of 2 floors is built up by Shri. Pandharinath Vidyavikas Institution for the college. A talented and highly committed teaching and support staff is always ready to ensure the learning environment for the students. Throughout the year various co-curricular activities are conducted for overall development of the students.

Vision

- To nurture and develop tribal society, culture, environment and dialect.
- To develop and aware tribal community about science and technology.
- To imbibe the principles of freedom, equality, justice and brotherhood for tribal welfare.
- To empower students through focused teaching and research.
- To Foster a world of joy through sharing and learning.

Mission

- Knowledge is all Ambrosia.
- Academic excellence with character development.
- Enthusiasm is the propelling force behind our success.
- Create and enhance teamwork and leadership qualities.
- Excel in interaction through the art of communication.
- Provide extension services to serve self and society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- We offer Certificate and Degree courses at Undergraduate levels in the streams of Arts, Sciences, Commerce
- Tribal society, culture and dialect should be nurtured and developed while imparting higher education to the students.
- A talented and highly committed teaching and support staff is always ready to ensure the learning environment for the students.
- Throughout the year various co-curricular activities are conducted for overall development of the

students.

Institutional Weakness

- The college needs to be expanded.
- The college has limited opportunities to intensify research on campus.
- The college is obliged to follow the study program developed by the University and therefore does not allow this flexibility in program design and implementation.
- Limited resources for leveraging digital technology to improve teaching and learning on campus.

Institutional Opportunity

The university always stands for academic excellence and tries to inculcate social moral values ??to the tribals and backward students for the welfare of the society. Our university cares about the individual development of each student. The NSS, Sports, Career Guidance and Women Empowerment Cells departments provide integrated services for the diverse development of our students. Our teachers are committed to not only imparting academic programs but also, through a highly resourceful staff, imparting the life skills necessary for students' personal development.

Institutional Challenge

- As college comes under tribal area, its difficult handle finacial crises as we do not take any fees from students. And sometimecollege faces financial ceunches.
- The challenge is obtaining grants and funding to carry out research projects.
- serves a large number of students from marginalized sectors of society, many of whom are first-generation college students. The challenge of meeting their daily educational and personal needs is an urgent and immediate need.
- The introduction of a new academic program requires a long and complex approval process by multiple authorities, which often delays the process.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At the beginning of each academic year, a university academic calendar is drawn up, taking into account the study schedule, co-curricular and extracurricular events in accordance with the university's academic calendar. The library is aware of the required textbooks, encyclopedias and e-journals for the next semester/academic year. Courses are assigned to teachers based on their knowledge and preferences by the Head of Department (HOD) and approved by the Director. Prepare Lesson plans also include rooms for projects, industry training presentations, seminars, consulting sessions and a library. The training program is created separately. Individual lesson plans for teachers are created taking into account the overall workload.

Each faculty member prepares a detailed lesson plan that includes textbooks, textbooks, online resources and ICT tools for each subject. This also includes subjects outside the course of study, which are made available to interested students after approval by the head of the department. Courseware Preparation: Each faculty member prepares a course record that includes the syllabus, course structure, course outcomes, mapping of course outcomes to program outcomes, and specific course outcomes. History, corrective actions, unit evaluations, past tests and past results. At the end of the semester, it is supplemented by an analysis of student feedback, CO, PO and PSO results and a justification for failure to achieve CO, PO and PSO (if applicable).

Cross-sectional topics such as gender, ecological sustainability, human values, emerging demographic changes and professional ethics, etc. find sufficient space in various study programs. Examples of courses include disaster preparedness and response, mountain sustainability, environmental health and natural risks, human resource management and industrial relations, school and gender society, etc. They cover many aspects of environmental sustainability, human values, demographics, gender, etc.

Teaching-learning and Evaluation

At our college, we believe in performance-based learning, where we identify students as slow and advanced learners based on classroom interactions and test scores. At the college, we focus on improving the performance of slow learners by offering remedial programs that are taught outside of regular classes. Especially in difficult subjects such as applied mathematics, technical drawing and mechanical engineering, basics of electrical engineering, additional courses are available for low-performing students in which the teachers take the time to get to know the students individually and discuss the topic. All types of support for slow learners are also offered under the Mentor-Mentor system by calling. Teachers' intensive efforts with slow learners have resulted in them better understanding their chosen subject and achieving better results and higher success rates. The mentor also identifies and encourages other skills and strengths to improve, which helps build self-confidence, which also leads to better academic performance.

The mentor seeks to understand the socio-economic context that sometimes underlies poor performance. If necessary, the necessary emotional and professional advice is also provided. The mentor also pairs struggling students with teachers of the subjects they are comfortable with for additional support. The institution ensures that slow learners complete all courses during the required four-year engineering degree and places particular emphasis on acquiring additional skills that make them employable. At the college level, an Examination Board is established, consisting of a senior faculty member as head of the centre and other teaching and non-teaching staff as members, to administer the semester examination effectively. The semester exam is organized by the college and the students take place in the centre designated by the university. The college strictly adheres to the guidelines and rules of the affiliated university when conducting internal and semester-related examinations.

Research, Innovations and Extension

We are committed to impart quality education and skills to fulfil the needs of student’s overall development, entrepreneurial skills, along with expectation of students their guardian and society at large. As college is located near Tribal community, we as a institute trying to fulfil needs of knowledge of this area. This is achieved through total involvement of trained, qualified and experienced staff and continuously interaction method complying with the quality system and continuously improving the process and overall system.

The College imparting professionalism education covering all aspects of management field. Our college as

professional institution it aims to develop skills, communication skills and overall personality development by equipping them to face the challenges, excellence in personality and accept responsibilities in corporate world.

The college is engaged in imparting quality technological education and providing support to research and development activities. Our college is committed to enhance capabilities and potential of our human resources with the objective of transforming them into leaders in their chosen areas of interest. Our vision is to endeavour for excellence, be globally in education and focus on knowledge assimilation, generation and dissemination for tribal students from nearby communities.

General well-being is achieved when the student is able to achieve physical, mental, and moral standards. College is committed to instilling moral values ??in its students. The college achieves this by allowing students to participate in extracurricular activities organized by the college and student clubs. The college engages in a variety of outreach activities, particularly in its district, to raise social awareness, promote national campaigns and policies, and promote the overall development of rural areas and select social groups.

Through the activities, students are guided to get their favourite job and achieve their goals. Through information and help, the students themselves become aware of these social problems. In this way, students not only excel in their studies and optimize their careers, but also become responsible citizens for a better society and community.

Infrastructure and Learning Resources

Our institute boasts of state-of-the-art infrastructure which is complemented with presence of sufficient no. of classrooms that are spacious, well furnished, well lit with LED Bulbs, Wi-Fi enabled and fitted with audio systems. Each Classroom has a seating capacity of 60 students with desks fitted with sockets for laptop charging. The office of our Institute is also well furnished with all modern facilities like computers, printers, scanners, broadband internet facilities. The office is responsible for student’s admission, fees collection, scholarships, Examination, results among others.

Library is well stocked with numerous managements related and social science books, journals, magazines, newspapers, eBook collection. The library has an airy and spacious reading room, which provides a quiet ambience for serious study. It is well equipped with Computers and internet connectivity facilities to access E-resources. Teaching learning experience at our institute is made seamless through student facilities like-In house Reprography centre for taking photocopies and print outs.

Student Support and Progression

Various social and outreach activities organized by the Institute such as Swachhata Abhiyan, Tree Planting, Blood Donation Camp, Free Medical and Visual Camp, Covid Vaccination Campaign and many more have been set up to create self-reliance for current students, especially with the support from the Alumni Association. The association also offered career counselling and career development sessions. Outstanding alumni make it easier to create jobs for prospective students. The alumni association is the link between "current students" and "passed out students". It goes ahead with selfless intent for the growth and development of the institution and the students. The association is an interaction platform between graduates, current students, teachers of the institution and the administration of the institution.

Governance, Leadership and Management

Vision

- To nurture and develop tribal society culture environment and dialect.
- To develop and aware tribal community about science and technology.
- To invite the principles of freedom equality justice and brotherhood for tribal welfare.

Mission

- Knowledge is all ambrosia.
- Academic excellence with character development.
- Enthusiasm is the propelling force behind our success

The college is affiliated to Savitribai Phule Pune University, Pune. The college has three-year full time under-graduate programmes designed to equip students with management & interpersonal skills to meet the challenges of today's world. The program equips students with strong conceptual skills to manage life as a whole in an integrated manner. The emphasis is on developing a holistic person with a vision to take on the challenges of the future in a socially sensitive manner.

The Governance of the College is a reflection of successful leadership in tune with the vision and mission of the institution as it includes all the stakeholders. The institution strongly believes in transparency, quality, participative leadership and delegation of power at various levels. The HEI believes in the culture of participative management in all academic and non-academic activities. To ensures the participative management and decentralization of governance institute follows committee system for implementation of all its decisions. The Vision & Mission statements, Organogram and various committees at institute level & their functions and are evidences of its decentralised and participative management.

With regards to the practical experience of the management, the institution policies & functionalities has been scientifically designed with transparency for optimal results. From senior management down, a hierarchical structure is established that clearly outlines duties, responsibilities, accountability and authority at each stage.

Institutional Values and Best Practices

Our college is based on the idea of ??gender equality through the equal treatment of female students in terms of identity and personality, which should be expressed on an equal footing. Our college is committed to educating and embracing the notion of gender sensitivity in students as its fundamental duty and part of its constitutional mandate. Successive governments have taken many steps by instituting social protection programs to ensure gender sensitivity in higher education by allowing female students to educate completely free of charge. Governments award various scholarships every year to improve the situation of female students. Our university is a women's cell, an anti-abuse cell, to sensitize female students to enforce their rights and educate them about female emancipation.

Best Practice - I

Title - State and National Level Discussion Sessions on Tribal Literature and Traditions.

Re-introduction of tribal literature to Marathi literature. To inspire and encourage new writers in tribal literature to write. To show the depiction of tribal culture, customs and traditions to Marathi literature through the medium of tribal literature. To introduce tribal beliefs, superstitions and deities to non-tribals. To provide research guidance and guidance to research students who want to do research in tribal society.

Best Practice - II

Title - Adivasi Jagar Lecture series, 'Pesa Law Awareness Campaign and Pesa Certificate Course

To inform the citizens of the tribal areas about the Pesa Act. To sensitize the citizens about the rights and authority of tribals under PESA Act. Creating public awareness about forest rights, land rights and forest resources. Motivating tribal citizens to effectively participate in self-development. To make the citizens and students aware of the various issues and problems of the tribal society and to try to solve the problems.

Nestled in the Sahyadri mountain range and in the lap of the sacred pilgrimage site Bhimashankar Sanctuary, Pokhari is a village of socio-educational heritage. In the year 1982, this village established the organization Shri Pandharinath Vidya Vikas Mandal Pokhari. There should be educational, social, economic, political, public awareness in the society of tribal areas.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI PANDHARINATH ARTS COMMERCE SCIENCE COLLEGE POKHARI
Address	At/Post- Pokhari, Tal- Ambegaon, Dist- Pune
City	Pokhari
State	Maharashtra
Pin	410509
Website	www.spmahavidyalaya.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Salve Shashikant Pandurang	091-9404240550	9404240550	-	pandharinathacscollege@gmail.com
IQAC / CIQA coordinator	Bhangare Dhananjay Maruti	-	8554933692	-	dhananjayb774@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	At/Post- Pokhari, Tal-Ambegaon, Dist- Pune	Tribal	5	3493.15

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BSc,Science And Technology,	36	HSC Science	English,Marathi	120	31
UG	BA,Arts,	36	HSC	English,Marathi	132	130
UG	BCom,Commerce And Management,	36	HSC	English,Marathi	120	86

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				22			
Recruited	0	0	0	0	0	0	0	0	14	8	0	22
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				15
Recruited	8	0	0	8
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	11	5	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	366	0	0	0	366
	Female	133	0	0	0	133
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	17	12	9	9
	Female	6	4	3	4
	Others	0	0	0	0
ST	Male	298	301	361	256
	Female	115	126	139	94
	Others	0	0	0	0
OBC	Male	16	12	14	6
	Female	6	6	2	4
	Others	0	0	0	0
General	Male	35	39	25	13
	Female	6	3	3	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		499	503	556	391

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In order to develop students' comprehensive abilities - intellectual, aesthetic, social, physical, emotional and moral - in an integrated manner, the college is preparing to include multidisciplinary subjects in line with the National Education Policy 2020. Taking into account the problems The college plans to create short-term and vocational courses that will appeal to students. The aim is to give students the tools so that they do not have to rely on public jobs, but rather pave the way to self-employment. As the College prepares to introduce more interdisciplinary subjects, it seeks to define the program's learning outcomes with courses and learning outcomes that define the specific knowledge, skills, attitudes and values a

	student is expected to acquire and that guarantee that each Program will achieve its goal.
2. Academic bank of credits (ABC):	As far as setting up the Academic Bank of Credit is concerned, the college has to wait for the green signal from the Academic Council. The institute's educational approach is student-centered and the faculty's educational approach is constructivist, investigative, reflective, collaborative and integrative. Summative and formative assessments and assignments are used to evaluate student learning.
3. Skill development:	The college's vision is to promote quality, values-based education. Therefore, the college strives to instill a positive attitude in students. The college also celebrates national holidays such as Independence Day and Republic Day. Observe various programs like World AIDS Day, Environment Day, and death and birth ceremonies of our national leaders that help inculcate good qualities in students. Student mentoring is also part of the institute's practices to provide students with the opportunity to explore future career paths after graduation and help them make the most of their studies.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As far as Indian languages admission is concerned, our college offers various Indian languages for study including Marathi, English and Hindi. The protection and promotion of languages is one of the college's future goals.
5. Focus on Outcome based education (OBE):	The college also wants to understand that the acquisition of knowledge is a lifelong activity that produces a positive attitude and other qualities that enable students to succeed in life. Student program outcomes include interpreting, analyzing, evaluating, and developing responsibility and effective citizenship.
6. Distance education/online education:	The college is also preparing to introduce professional courses in ODL (Open Distance Learning) mode in the near future. Keeping students' convenience in mind, departments are using various technological tools such as Google Classroom, Zoom and Google, which uses videos as a medium for teaching and learning, for collaboration and group interaction, and for homework, review, especially during the pandemic lockdown and evaluation. These are just a few of institutional efforts in blended learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES. The college has a fully functioning Voter Skills Club. Voter Education Club is a platform to engage college students through interesting activities and practical experiences. The goal is to raise awareness of their voting rights and familiarize them with voter registration and the voting process. ELCs also exist in colleges, universities, and rural communities. At ELC, learning is combined with enjoyment. Activities and games are designed to stimulate and motivate students and encourage them to think and ask questions.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES, students' co-ordinator and co-ordinating faculty members are appointed by the College as follows: Principal – Dr. Shashikant Pandurang Salve Nodal Officer – Prof. Pranita Sadavarte Faculty Members – Ashwini Adhari, Shubham Rokade Student members – Shriprasad Sanjay Waghmare, Rutuja Ambekar
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	I. Educate the target audience about voter registration, the electoral process and related issues through practical experiences; II. Help the target audience understand the value of their vote and exercise their right to vote with confidence, comfort and ethics; III. Harness the potential of ELC members to spread voting skills in communities. IV. Simplify voter registration for eligible members who are not yet registered.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	At ELC, members participate in interesting and challenging activities and games, primarily in the classroom. There are many such activities and games carefully designed to provide them with specific knowledge that will help them become "empowered (potential) voters."
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students over the age of 18, who must be registered to vote, are aware of democratic rights, which include participating in elections. We are organizing a mock protest to sensitize voters about the electoral process and also learn from the experience of the democratic

	system. We also organize motivational programs that raise awareness about elective procedures.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
499	503	556	391	205

File Description	Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 40

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
24	20	23	24	14

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
70	55	64	43.7	18.4

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Creation of the academic calendar: At the beginning of each academic year, a university academic calendar is drawn up, taking into account the study schedule, co-curricular and extracurricular events in accordance with the university's academic calendar.

Library Book Update: The library is aware of the required textbooks, encyclopedias and e-journals for the next semester/academic year.

Course Assignment: Courses are assigned to teachers based on their knowledge and preferences by the Head of Department (HOD) and approved by the Director. Prepare a

Lesson plan: Lesson plans also include rooms for projects, industry training presentations, seminars, consulting sessions and a library. The training program is created separately. Individual lesson plans for teachers are created taking into account the overall workload.

Design and dissemination of a lesson plan: Each faculty member prepares a detailed lesson plan that includes textbooks, textbooks, online resources and ICT tools for each subject. This also includes subjects outside the course of study, which are made available to interested students after approval by the head of the department. Courseware Preparation: Each faculty member prepares a course record that includes the syllabus, course structure, course outcomes, mapping of course outcomes to program outcomes, and specific course outcomes. History, corrective actions, unit evaluations, past tests and past results. At the end of the semester, it is supplemented by an analysis of student feedback, CO, PO and PSO results and a justification for failure to achieve CO, PO and PSO (if applicable).

Content delivery: In addition to the traditional lecture method, new and innovative teaching methods are used to convey content. Student-centered techniques such as peer learning, cooperative learning, group discussions, video lectures, quizzes, etc. are used to promote student participation. Exercises/Assignments: Faculty prepare worksheets and their solutions for Mathematics subjects which include past questions and other important questions related to competitive exams. The tasks are regularly uploaded to the university portal and verified on the university portal after they have been submitted by the students. Reviews: Periodic review of curriculum implementation and student regularity is conducted by the Dean of HOD/Academic and then the Principal. Suggestions for improving the teaching-learning process are promoted through regular meetings with the class representatives

Assessments: According to the regulations of the affiliated university, the evaluation takes place as follows.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 21

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 22.56

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
206	92	37	90	61

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Cross-sectional topics such as gender, ecological sustainability, human values, emerging demographic changes and professional ethics, etc. find sufficient space in various study programs. Examples of courses include disaster preparedness and response, mountain sustainability, environmental health and natural risks, human resource management and industrial relations, school and gender society, etc. They cover many aspects of environmental sustainability, human values, demographics, gender, etc.

In order to raise awareness of these cross-cutting issues, the university is participating in the program. The environment plays an important role for all of us and ensures that people lead healthy lives. This is very important as it is necessary for human life. For this reason, the university has developed a study program in environmental sustainability for master's and postgraduate courses. These areas of study are: Management for sustainable development, Legal aspects of the company, Economic analysis.

Demographic data is very useful for understanding socioeconomic problems and identifying possible solutions. Good ethics are a prerequisite for practicing any profession, which is why ethical issues have been incorporated into some college programs. In order to develop a clearly defined professional ethic, the university has combined several other courses with different programs cross-cutting themes identified in Measure 1.3.1 have been integrated as separate programs and areas of study into various university programs and courses at their respective campuses and the college ensures that students are equipped with subjects of national importance and interest. global significance.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 1.4

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 7

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution’s website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.16

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2022-23	2021-22	2020-21	2019-20	2018-19
247	237	214	270	205

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
372	372	396	382	396

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 39.73

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
61	52	61	60	64

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

2022-23	2021-22	2020-21	2019-20	2018-19
145	145	155	150	155

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 20.79

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Teaching and learning at college is a learner-centred process that uses experiential, participatory, problem-solving and constructivist methods through

1. teaching methodology,
2. experiential courses,
3. a wide range of co-curricular elements and

(a) Experiential and Participatory Teaching-Learning methods:

Experiential and Participatory Teaching and learning methods are an integral part of the curriculum and ongoing assessment.

These include:

1. Seminar with group discussions
2. Individual and collective projects
3. Self-study and essays
4. fieldwork
5. case study
6. Presentations

(b) Experiential/Hands-on Courses:

The Institute has established a unique collaborative engineering and management program that requires students to complete a 5–6-month internship in industry before completing their final year. Summer training, summer projects, and summer internships are an essential part of most graduate programs to encourage experiential learning. Mandatory workplace courses offer students the opportunity to gradually develop their skills. Based on the principle of 'learning by doing', many of the courses in each program have a large practical component to provide students with a hands-on learning experience:

1. Performing Arts Courses
2. ICT courses
3. A basic course in rural development with a focus on farming activities
4. Courses and Professional Skills

(c) Student-Centered Problem-Solving Methods:

These create a unique dimension to the college program and assessment. Some of the methods used are:

1. Course level integrated projects
2. Seminars and Tutorials
3. Daily tasks

(d) Community Involvement

These initiatives provide opportunities for teaching, learning, and contributing to society. These teaching

methods provide experiential and participatory learning, leading to student development inside and outside of the classroom.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 95.45

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	22	22	22

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 44.76

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	9	12	7

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

At the college level, an Examination Board is established, consisting of a senior faculty member as head of the centre and other teaching and non-teaching staff as members, to administer the semester examination effectively. The semester exam is organized by the college and the students take place in the centre designated by the university. The college strictly adheres to the guidelines and rules of the affiliated university when conducting internal and semester-related examinations.

A departmental coordinator/committee is appointed to carry out the internal evaluation test and is responsible for carrying out the internal evaluation.

- Two internal assessment tests are organized at faculty level every semester.
- The examination plan is drawn up early on and communicated to the students in advance.
- During internal benchmarking tests, a suitable seating plan will be created and posted on the bulletin board.
- Once the internal assessment answer scripts have been graded, the scripts are shown to students so they can review them for discrepancies or concerns during the exam.
- If in doubt, the speakers provide explanations that will help them to do better in the future.
- Full transparency of the internal assessment tests is maintained by adopting criteria in accordance with Guideline of the associated university.
- Once the department has completed the transcript, it is presented to the Chief Executive Officer and a copy is sent to the department by the relevant department.
- Evaluations of the three test sessions sent to the university ERP.
- Internal final grades, which are calculated based on attendance, interview grades and credit grades, are entered into the university's ERP at the end of the semester.
- All complaints related to the university exam, such as missing syllabus, repetition of questions,

incorrect distribution of grades, missing grades, wrong question number in semester exams, are forwarded to the curator centre and the university via the controller (university representative) without delay.

- The decision or information from the university after the examination of the complaint/correction in a given thesis will be communicated to the students directly during the examination via the members of the examination committee.
- After the exam, the solution scripts are digitally evaluated in various assessment centers designated by the university and the overall grade is announced.
- If a student objects to the grading of college responses, the student may request a grade/correction of the test.
- The university announced the result of the challenge assessment/verification on the university's homepage after the end of the process.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

College introduced Outcome-Based Education (OBE). The Curriculum Development Unit (CDC), convened by the college's Dean of Academic Affairs, proposed introducing OBEs into UG programs and PG. The OBE model was initially introduced for UG programs and expanded to GUT programs the following year. As part of the induction, teachers were trained to create a curriculum based on the characteristics of the OBE. During the training, teachers have focused on helping students succeed in higher-level learning to develop various skills, especially cognitive thinking.

Program Outcomes (POs) were formulated, reflecting the college's vision, mission and strategies, as well as the UGC guidelines for alumni attributes. In formulating the OP, the college considered academic excellence, research strength, outreach, human values, livelihood creation and the latest trends in labour markets. Suggestions from alumni and other interested parties were also taken into account. Whole degree programs were restructured and the grading system modified in consultation with experts. Students were educated about the PO model through the university's website, digital bulletin board, handouts and guides from interested teachers.

Detailed Program Outcomes (PSO) are developed by the responsible ministries along with their vision, mandate and program scope. The objectives of the course (CO) are formulated by the department in consultation with the teachers and with the expected levels of cognitive, affective and psychomotor

learning.

The Form OBE includes subjects (five units), the hours required to operate those units, course books and reference materials, teaching methods, course outcomes, and CO mapping of PSOs and OPs. CO and OP success is measured at different stages of the program: course performance is assessed at the end of each course, and program performance is measured at the end of the program.

The College uses the "CBCS" credit selection system to expand the range of teaching and learning activities, giving students the freedom to choose the courses of their choice. The CBCS curricula were strengthened with the introduction of the OBE, and the courses were strengthened and achieved the desired results. The grading system has been changed to grade courses based on desired outcomes. Based on Bloom's revised taxonomy, the OBE helps students achieve higher levels of learning and develop diverse skills expected in each course. It also teaches employability and entrepreneurship to students.

OBE enhances the courses offered in each program, equips teachers with knowledge and skills, and gives students achievable program outcomes. Develop students' optimistic attitude towards vertical development in their future projects.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

CO and PO assessments are fundamental and very important academic activities to assess a student's learning ability. Evaluation of program performance is an ongoing process that supports teaching, learning and assessment. This is the primary mechanism for monitoring the effectiveness of the evidence-based learning environment and determining whether students have achieved course outcomes and objectives.

Course Outcomes identify the unique knowledge and skills that can be learned in a particular course. Program learning outcomes are single-level statements that describe what students should know and be able to do after completing a specific program. They refer to the skills, knowledge and behavior that students acquire.Program-Specific Outcomes are what students in a particular program should be able to achieve while studying in the program. The results of the program are achieved by achieving the outcomes of the course. The program includes the description of the course results and the assignment of PO and Cos.

These department-level committees set goals for COs and POs before the start of the semester, taking into account past performance in the series and current pass rate. The implementation of the OP includes direct and indirect evaluations. The direct rating was given at the 70% level and the indirect rating at the 30% level. The immediate PO score is defined as the cumulative CO score.

The intermediate examination includes a structured test, an oral examination, a work presentation, an assignment or a combination thereof at the discretion of the subject teacher. The institution collects feedback from professors, students and alumni on achieving the CO, PO of the curriculum.

In general, the CO-PO assignment is carried out by the subject teacher. The department head and members discuss the CO-PO and ensure it is followed, implemented and achieved before the course begins. Carbon emissions performance is measured using the cumulative results of internal audits and the university's end-of-semester audit.This is a form of direct measurement of success.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 48.46

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	89	75	0	0

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
97	119	141	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

We are committed to impart quality education and skills to fulfil the needs of student’s overall development, entrepreneurial skills, along with expectation of students their guardian and society at large. As college is located near Tribal community, we as a institute trying to fulfil needs of knowledge of this area. This is achieved through total involvement of trained, qualified and experienced staff and continuously interaction method complying with the quality system and continuously improving the process and overall system.

The College imparting professionalism education covering all aspects of management field. Our college as professional institution it aims to develop skills, communication skills and overall personality development by equipping them to face the challenges, excellence in personality and accept responsibilities in corporate world.

The college is engaged in imparting quality technological education and providing support to research and development activities. Our college is committed to enhance capabilities and potential of

our human resources with the objective of transforming them into leaders in their chosen areas of interest. Our vision is to endeavour for excellence, be globally in education and focus on knowledge assimilation, generation and dissemination for tribal students from nearby communities.

Following are some key factors:

- Equips the students with requisite knowledge, skills and right attitude necessary to provide effective leadership in a global environment.
- Enhance the ability of students to understand the importance of an organizational perspective of different functional areas through the course.
- Facilitate students to focus and specialize in their area/domain of professional interest through elective courses.

The main objective of college is to develop future of students, who would meet, the dynamic needs of the industry in a competitive and challenging environment. The program aims at giving proficient insights into different functional areas of management and develop required core competencies in appreciating the issues relating to day-to-day management.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 8

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	2	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.2

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	1	2

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.08

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	2

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

General well-being is achieved when the student is able to achieve physical, mental, and moral standards. College is committed to instilling moral values ??in its students. The college achieves this by allowing students to participate in extracurricular activities organized by the college and student clubs.

The college engages in a variety of outreach activities, particularly in its district, to raise social awareness, promote national campaigns and policies, and promote the overall development of rural areas and select social groups.

An in-depth study of these villages was conducted by business students and analyzed with a view to identifying and selecting different development activities.

The College has also adopted a number of other nearby villages to sponsor the following programs:

- Ran Shibir
- Van Mahotsav
- Gram Swachata Abhiyan
- Vriksharopan (Tree Plantation)
- Praudh Saksharata Abhiyan

These programs help students build closer relationships with society and the community. They learn about the various social problems that society faces, try to find solutions to these problems, and mingle with society to develop a versatile personality. They also help students in their holistic development, instilling in them leadership skills and a spirit of nationalism and collaboration. Programs like yoga and meditation develop qualities like unity, brotherhood, and athleticism, as well as better health.

Through these activities, students are guided to get their favourite job and achieve their goals. Through information and help, the students themselves become aware of these social problems. In this way, students not only excel in their studies and optimize their careers, but also become responsible citizens

for a better society and community.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

We have not received any awards and recognitions received for extension activities from government / government recognised bodies.

File Description	Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 21

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	17	0	0	0

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 9

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Our institute boasts of state-of-the-art infrastructure which is complemented with presence of sufficient no. of classrooms that are spacious, well furnished, well lit with LED Bulbs, Wi-Fi enabled and fitted with audio systems. Each Classroom has a seating capacity.

Management of our Institution has provided us with an auditorium that is spacious and can accommodate about 100 persons. The auditorium is used for hosting Fresher's Day, College Fest, Cultural Programs and various competitions. A spacious placement centre is housed in the first floor of our institution which serves the needs of our recruiters.

The institute has a separate room for conducting counselling related activities for students, mentoring, group discussion activities, Governing Council meetings etc. Staffrooms and Faculty Lounge: The staffrooms at our institute are also air conditioned, Wi-Fi enabled with two computers& printer wherein each faculty has a separate cubical with closed cupboards and shelves. In addition to this there also a faculty lounge were in faculty can discuss with students or any other outsiders.

The office of our Institute is also well furnished with all modern facilities like computers, printers, scanners, broadband internet facilities. The office is responsible for student's admission, fees collection, scholarships, Examination, results among others.

Library is well stocked with numerous managements related and social science books, journals, magazines, newspapers, eBook collection and CD ROM'S, spanning all aspects of management. It also subscribes to J-Gate and SAGE Journals. The library has an airy and spacious reading room, which provides a quiet ambience for serious study. It is well equipped with Computers and internet connectivity facilities to access E- resources.

Computer Laboratories with 48 computers and internet facility is provided by management. All the students use the laptops that are given to them during admissions. Training on computer application is provided to students in the laboratory, in the first year and placement training for answering aptitude test in the second year. Recruiters who visit the campus also prefer conducting online test in the laboratory itself.

Teaching learning experience at our institute is made seamless through student facilities like-In house

Reprography centre for taking photocopies and print outs, Learning Resource Centre internet connection for students usage at nominal rates for viewing recorded lectures, language lab activities, assignment submissions, etc; undisturbed power supply ensured through Generator, hygienic and affordable Canteen and cafeteria.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 9.78

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
5.2	4.1	12.6	2.6	0.06

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Attached to the main academic block, the library is well furnished, fully Wi-Fi enabled unit with seating capacity for about 60 readers. The library employs the latest technology in library sciences to provide the best learning to its users. Well-stocked and presently having a collection of over seventy-four thousand

volumes on different subjects, latest publications in the fields of business, economics, humanities and social sciences are continuously added to the collection to equip students with a wide range of academic. The College Library is fully automated and provides user services through computer.

Various library maintenance tasks are performed through the software, such as Data input, output and return, book renewal, member access, etc. The reading and consultation part is equipped with five air conditioners. There is also an OPAC (publicly available online catalogue) service where users can search the book collection by title, author, publisher, etc. Books are barcoded and users are assigned a unique barcode. In addition to printed books, the library has access to the directory of electronic resources that is part of the consortium and shod Sindhu INFLIBNET, where users are aware and have access to consult and download e-books, electronic journals, databases, etc. New books hit the shelves every two weeks in. At the beginning of the year, users are guided through the various services and resources available at the library. The library offers reprographic services and internet access. The Internet room is equipped with 10 systems with a capacity of 3 Mb/s, 16 CCTV cameras have been installed for greater security. Fire units with 7 smoke detectors are also available. The library is equipped with WiFi.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The College has a fully air-conditioned, well-equipped computer laboratory having multiple terminals with latest configurations. The computer laboratory is also equipped with latest software, laser printers & E-training modules.

The internet service is available to faculty and students with a single line for 2.4 MBPS. All campus systems have access to the Internet. The college provides internet access to all faculty members in all college systems, regardless of department, to maintain and download documents for academic purposes as needed. All college students are equipped with personal computers. The director's office, the administration, the employment office has access to the Internet. The campus has an uninterruptible power supply for uninterrupted internet access. Wi-Fi connectivity is available on and around campus. Wi-Fi is also available in all hostels. Computer systems are updated with the latest software. Outdated computers are easily replaced and new ones purchased. For this purpose, provisions for costs are also taken into account proportionately in the annual budget. Also, we have updated our c. All systems are properly monitored. Students also learn to use them with extreme care and caution. The entire college is

equipped with a Wi-Fi network with the necessary firewalls and the computer rooms are connected to Internet devices via LAN. Employees also receive an individual “laptop or desktop” system; with internet access. Desktop computers are purchased with a 5-year warranty and upgraded, if necessary, at the end of the warranty period.

The entire campus is Wi-Fi enabled to provide mobility to the users in accessing various services available on college’s network. All the Classrooms, Library, Computer Centre and Seminar Hall have been enabled with indoor wireless network.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 10.4

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 48

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 2.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.1	1.4	2	1.1	0.3

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 78.78

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
411	406	460	304	116

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. ***Soft skills***
2. ***Language and communication skills***
3. ***Life skills (Yoga, physical fitness, health and hygiene)***
4. ***ICT/computing skills***

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 35.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
305	151	0	161	156

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 63.58

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	49	52	0	0

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	89	75	0	0

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 0

5.3.1.1 ***Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years***

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 2.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	3	3

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The alumni association is the link between "current students" and "passed out students". It goes ahead with selfless intent for the growth and development of the institution and the students. The association is an interaction platform between graduates, current students, teachers of the institution and the administration of the institution.

Over the past few years, the association has contributed significantly, to improving the facilities and infrastructure of the College with the active participation.

Contribution of the Alumni Association:

Alumni Association gave support & aids to poor and deserving students, etc.at an appropriate level. The association supports for prospective students' projects and thus promotes student development at the institute.

Various social and outreach activities organized by the Institute such as Swachhata Abhiyan, Tree Planting, Blood Donation Camp, Free Medical and Visual Camp, Covid Vaccination Campaign and many more have been set up to create self-reliance for current students, especially with the support from the Alumni Association. The association also offered career counselling and career development sessions. Outstanding alumni make it easier to create jobs for prospective students.

Alumni associations work in two ways:-

1. as an independent organization,
2. as a college-recognized association.

The alumni association recognized by the college meets atleast once a year or as required. The college Principal convenes the meeting and presents the requirements and needs of the college, collects comments and suggestions from the Alumni for the development of the college. Measures are implemented to strengthen the alumni association in order to actively participate in the development of the college.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision

- To nurture and develop tribal society culture environment and dialect.
- To develop and aware tribal community about science and technology.
- To invite the principles of freedom equality justice and brotherhood for tribal welfare.

Mission

- Knowledge is all ambrosia.
- Academic excellence with character development.
- Enthusiasm is the propelling force behind our success.

The college is affiliated to Savitribai Phule Pune University, Pune. The college has three-year full time under-graduate programmes designed to equip students with management & interpersonal skills to meet the challenges of today's world. The program equips students with strong conceptual skills to manage life as a whole in an integrated manner. The emphasis is on developing a holistic person with a vision to take on the challenges of the future in a socially sensitive manner.

The main objective of college is to develop future individuals, who would meet, the dynamic needs of the industry in a competitive and challenging environment. The program aims at giving proficient insights into different functional areas of management and develop required core competencies in appreciating the issues relating to day-to-day management.

The Governance of the College is a reflection of successful leadership in tune with the vision and mission of the institution as it includes all the stakeholders. The institution strongly believes in transparency, quality, participative leadership and delegation of power at various levels. The HEI believes in the culture of participative management in all academic and non-academic activities. To ensures the participative management and decentralization of governance institute follows committee system for implementation of all its decisions. The Vision & Mission statements, Organogram and various committees at institute level & their functions and are evidences of its decentralised and participative management.

The empowered team of the college involves Principal, convener of different committees, Teaching-staff, IQAC committee, non-teaching and supporting staff, student representative (C.R.), alumni and local management committee. The principal monitors the mechanism regarding administration and academic

process. It also ensures proper functioning of the policies, rules and action plans of the college. There are many committees to support the vision and mission of the college. For example, these are Examination cell, library and sports committee, anti-ragging committee, grievance redressal committee, etc. All the committees take its responsibility for the plans and activities, and successfully tackles these responsibilities in every academic session.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

With regards to the practical experience of the management, the institution policies & functionalities has been scientifically designed with transparency for optimal results. From senior management down, a hierarchical structure is established that clearly outlines duties, responsibilities, accountability and authority at each stage.

It has a governing body that oversees and implements the vision and mission of the institution. It has an effective organizational structure that controls and improves the institution.

As the strategic development plan is envisioned, then After approval of the plan the next step is its implementation. During implementation the progress of strategy shall be measured from time to time. Hence the measurable success indicators are clearly spelt out in the implementation. The Principal along with various committee members and other team member remains the custodian for strategic plan and its deployment. The implementation of strategic plan will be monitored time to time by Principal, IQAC and various other committees through periodic review. The committee heads prepare the detailed progress report and present it in the review meetings. The benchmarking of quality standards and its monitoring, evaluation of attainment will be carried out by the IQAC independently. The IQAC reports the findings to the concerned authorities. With thorough analysis of outcomes and based on IQAC report, the above recommend the corrective actions, need of further processes and deployment of resources. All these ATRs are forwarded for further discussions and implementation by the Trustees.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has welfare measures for both teaching and non-teaching staff. The College has effective social resources for teaching and non-teaching staff and for their career opportunities. In addition to intellectual and professional development, it also offers its employees financial and health security. Professional development is guaranteed through regular training courses/workshops/seminars. Faculty are encouraged to advance academically and to help staff update their administrative skills. Management cares about the well-being of its employees and enables them to maximize their potential.

1. Medical check-ups of teaching and non- teaching staff on discounted rate by College management.
2. Yoga camps are organised from time to time. In the month of June International Yoga Day celebrations takes place.
3. Research facilities are available for teachers pursuing their Ph.D.
4. Fee Concession is provided for kids & children of the staff studying in any institution of the same trust.
5. Staff can avail vacation leave, Casual leave, Earned leave, Medical leave, and Sick leave.
6. Ladies teaching and non-teaching staff can avail maternal leave (Unpaid or paid depending on service condition).
7. Salary-in-advance can be availed by staff in need.
8. Staff is allowed to use college ICT facilities for their research work.

File Description	Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 0

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), *Management Development Programmes (MDPs)* professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Institute maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization. College faces sometime financial crunches but trustees manage funds for college.

A committee, headed by Principal is constituted to monitor the optimum utilization of funds for various recurring and non-recurring expenses. The purchase committee seeks quotations from vendors for the purchase of equipment, computers, books, etc. The quotations are scrutinized by the finance and purchase committee before a final decision is made based on parameters like pricing, quality, terms of service, etc. The Principal and purchase committee, along with the accounts department ensure that the expenditure lies within the allotted budget. The intervention of the management is sought in case the expenditure exceeds the budget.

Resource Mobilization Policy and Procedure

- Before the financial year begins, Principal and Heads of Departments prepare the college budget.
- The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs.
- It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses.
- The budget is scrutinized and approved by the top management and Governing Council.
- Accounts department and Purchase department monitor whether expenses are exceeding budget provision.
- Statutory auditors are also appointed who certify the financial statements in every financial year.
- The grants received by the college are also audited by certified auditors.

Unfortunately, still now the Institute has never received any funds from any outside Funding agency, NGO nor any CSR funds. The management committee assists us in raising ever-increasing money to provide a comfortable and safe campus for the students. The IQAC committee always seeks out innovative ways to raise money and has established organized processes for making the best use of it.

The college has a fairly open auditing process and a dedicated committee for using the funding and resources. There is regular internal Audit of the Accounts in every suitable quarter. Similarly there's an external Chartered Accountant who does the External Audit of financials in every financial year and submits the audit reports to the concerned authorities and govt.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Internal Quality Assurance (IQAC) has been established in the College as a quality assurance measure. IQAC's primary mission is to develop a system for informed, consistent and catalytic improvement in the institution's overall performance. IQAC will make a significant contribution to the institution. IQAC will direct all of the institution's efforts and resources to promoting academic excellence.

The objectives of the IQAC are:

- To ensure continuous improvement in all activities of the department.
- Offer our quality and integrity to education stakeholders – parents, teachers, staff, employers, funders, the general public.
- Develop a quality system for intentional, consistent and planned efforts to improve academic and administrative performance of the institution.
- Promoting actions to steer the functioning of institutions towards quality improvement and the institutionalization of good practice. Benefits IQAC will contribute to:

By directing its efforts on encouraging holistic academic achievement, the IQAC is continuously trying to promote the quality culture in all areas of college life. The IQAC keeps an eye on how the college's vision and mission are being carried out. Every year, IQAC develops a prospective development strategy for the college and implements it according to a strategic plan. It has been attempting to institutionalize a range of quality assurance techniques, including gender equality, expanding extension efforts, digitizing academic and administrative facilities, and others. Since then, IQAC has played a significant role in

promoting several quality-improvement initiatives for the college. IQAC has been successful in creating and implementing various co-curricular, extracurricular, and curricular programs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: C. Any 2 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Our college is based on the idea of ??gender equality through the equal treatment of female students in terms of identity and personality, which must be expressed on an equal level. Our collegeis committed to teaching and integrating the concept of gender sensitivity among students as a fundamental obligation and part of its constitutional mandate. Successive governments have taken numerous measures to establish social programs to ensure gender equality in higher education, allowing female students to continue their studies completely free of charge. Every year governments award various scholarships to improve the situation of female students. Our college is a women's cell, an anti-harassment cell, whose mission is to sensitize female students to exercise their rights and educate them about the emancipation of women.

Sexual Harassment Cell cares most about female students and is committed to helping them gain confidence to solve any problems they may have on or off campus. Our leader and head of the affected cell also definitely welcomes their parents and takes into account the problems that the girls are facing. This has led to girls applying en masse for places at our college. We conduct orientation programs for newly admitted students in various courses and gender sensitization was one of the programs that should have been included in the program to educate students about these issues as they enter the campus to pursue their studies in various fields .The aim of the institution is to raise public awareness of gender equality and empowerment in the broadest sense of the word.

An important objective of these activities is also to raise students' awareness of the existence of interpersonal relationships, equality and fraternity among students. The Student Counseling Center works under the guidance of senior faculty to provide informal counseling to students so that they can maintain mental resilience and sufficient self-confidence to overcome any type of depression they may face in life. Students are represented to voice their concerns and receive tailored suggestions and solutions. In case you don't want to open it, we have set up a complaint box at the college.Through these activities, the college is able to take the necessary measures to maintain cleanliness on campus, including toilets. The college's Disciplinary Committee deals with disciplinary issues, including protecting students from any form of harassment and respecting their privacy.

File Description	Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The College has institutionalized inclusion by expanding equal access for students from disadvantaged communities and for women through the following measures. Priority should be given to the inclusion of socially and economically disadvantaged people and women in services. Dalit and women teachers in the selection committee to ensure inclusion of marginalized groups and women. The impact of this inclusive policy can be seen in the college enrollment rates in Scheduled Caste and Most Backward communities.

The college had a positive impact on women's education in a social environment where female infanticide was commonplace.The college takes advantage of the conditions of its autonomy to introduce courses on human rights, women's literature and the development of marginalized communities, etc., thus emphasizing the importance of social inclusion. Many students from surrounding villages are not only socially disadvantaged, but also economically poor and rely primarily on government subsidies. students from economically disadvantaged families benefit from reduced tuition fees and management scholarships. Poor students also have the opportunity to earn money during their studies by using the services of the college library. Love for all religions is heightened by incorporating morning prayers from the scriptures of all religions. The college organizes separate retreats and prayer services for students from the Hindu and Christian communities, led by preachers and spiritual leaders of all religions. The basic course “Religious Knowledge and Ethics of Peace” includes introductory discussions on all religions.

The International Student Forum and the Interstate Student Forum operate on campus to give students from different cultural backgrounds the opportunity to familiarize themselves with the local situation. In these forums, various cultural traditions are presented in order to broaden cultural horizons and appreciate different traditions. Establishment of special facilities for Divyangjan students. Mobility is made easier by ramps. There are special toilets on campus. Audiovisual materials and Braille are available on the ground floor of the library. During the exam, the scribes are available to anyone who needs them.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice - I

Title - State and National Level Discussion Sessions on Tribal Literature and Traditions.

Objectives -

1. Re-introduction of tribal literature to Marathi literature.
2. To inspire and encourage new writers in tribal literature to write.
3. To show the depiction of tribal culture, customs and traditions to Marathi literature through the medium of tribal literature.
4. To introduce tribal beliefs, superstitions and deities to non-tribals.
5. To provide research guidance and guidance to research students who want to do research in tribal society.

Practice -

1) State Level Discussion Sessions – 2018 - On 28/29 December 2018, the college organized a state level discussion session, the topic of this discussion session was “Tribal Literature, Society, Culture and Development”. A sub-topic was discussed.
- This discussion session was for two days, there were five sessions of this program, in each session many people guided on different topics
- Through this discussion session, many research essays were read on the literary tradition, tribal culture and development in the tribal society.
- Many tribal youth writers got direction through this program by discussing tribal literature and also got inspiration to write new research essays.

2) State level discussion session
- This discussion session was conducted in four sessions. In each session, different speakers guided on the main topic and sub-topics. Many research papers were read on the occasion. The main topic of this discussion session was “Tribal Gods and Traditions”. Also many sub-topics were included in this discussion session. Professors, researchers and students were invited in this discussion session.
- Through the topic of 'Tribal Gods and Traditions', tribal gods and their relationship with nature and customs related to them were discussed from many perspectives.
- Through this discussion session non-tribal writers got information about tribal deities and customs and traditions related to them.
- Many researchers read their research essays on this occasion, many professors guided them on related topics, so the students got a complete understanding about how to write research essays and how to do their research work overall through this discussion session.
- The purpose of this discussion session was to provide a platform to the researchers and to divert the students to the field of research, on this occasion many students will be inspired to do research on tribal society and different aspects of tribal society will be exposed to the world.

3) National Discussion Session 2022 –
An international discussion session was organized through our college on 27th and 28th May 2022. The topic of this international discussion session was 'Tribal Society: Constitutional Rights and Living Reality'. had come
- Many national level professors, researchers and students were invited to this discussion session. This discussion session lasted for two days.
- Through this discussion session, many research essays were read on the constitutional rights of the tribal community, their rights, the condition of the tribal community and many dignitaries gave guidance on the related topics and sub-topics.
- Many people have expressed their views about the Pesa Act, the need and importance of the Pesa Act.

- Many researchers, professors have read their research essays about the social, economic and political condition of tribal society.

Best Practice - II

Title - Adivasi Jagar Lecture series, 'Pesa Law Awareness Campaign and Pesa Certificate Course

Objectives -

1. To inform the citizens of the tribal areas about the Pesa Act.
2. To sensitize the citizens about the rights and authority of tribals under PESA Act.
3. Creating public awareness about forest rights, land rights and forest resources.
4. Motivating tribal citizens to effectively participate in self-development.
5. To make the citizens and students aware of the various issues and problems of the tribal society and to try to solve the problems.

Practices -
Our Mahaviyalaya has implemented the following PESA Act awareness activities for the citizens in the PESA sector.
1) 'Pesa Act Awareness Program'
Since our college is in the employment sector, this lecture program is organized to inform the citizens and students about the employment law, the importance of that law and the rights and rights of tribal people under the employment law. The Panchayat Extension (Scheduled Areas) Act (PESA) is a law that has a positive impact on the lives of the tribal people for overall development, social, natural and geographical prosperity of the area. The attempt to make these people self-evident is behind the creation of this law and the people here have been given unlimited authority as compared to urban areas.

2) Video clip giving information about Pesa Act-
We gathered the citizens in the evening in the surrounding villages in the Pesa area of Pokhari area and showed a film based on the Pesa Act and the importance of the Pesa Act to the citizens. The Panchayat Extension Act 1996 came into being with the aim of strengthening the self-governance system of the tribals through Gram Sabha by preserving and promoting the culture, customs and traditions of tribals. After so many years, the implementation of that act has started in the state. On that occasion some amendments have been made in the Bombay Gram Panchayat Act 1959 in accordance with the 'Pesa' Act.

3) Savitribai Phule Pune University former vice-chancellor social worker Sitaram Joshi sir accompanied by our college went to the local village to spread awareness about 'Pesa Act'.

4) Pesa Law Certificate Course -
In our college we also conduct a certificate course on 'Pesa Law' for students. Through this course we organize lectures by different experts,
- In the year 2020-21 during the 'Corona period', our college organized a lecture related to the online Paysa Law course.
- In 2022-23 also, our college has conducted the Pays Law Certificate course.

5) Adivasi Jagar lecture series' –

Adivasi Jagar lecture mala program was conducted by our college every Sunday through this program we used to provide guidance to tribal citizens and students by different persons.
- In these lectures, we used to try to awaken the citizens through all the issues of tribal society, superstition, child marriage system, low level of education.
- We have also provided guidance through our college regarding employment opportunities for the youth of Bhimashankar area.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Nestled in the Sahyadri mountain range and in the lap of the sacred pilgrimage site Bhimashankar Sanctuary, Pokhari is a village of socio-educational heritage. In the year 1982, this village established the organization Shri Pandharinath Vidya Vikas Mandal Pokhari. There should be educational, social, economic, political, public awareness in the society of tribal areas. The first secondary school was started with the main objective of bringing this society into the mainstream of development. Construction of the school started with Shramdan. The village stopped the yatra-saptah kirtan, sermons and focused on the educational development of the village to fix the school's finances. After middle school, higher secondary section was also started.

From 27/6/2018 to the organization Shri. Pandharinath College of Arts, Commerce and Science has been approved by the Government of Maharashtra. In this way, it has entered the field of higher education as well. Children deprived of college education should get higher education. A large officer class should be created from them and the tribal area should be developed. With this dream in mind, the board of directors and the staff of Shri Pandharinath College of Arts, Commerce and Science are continuously working. The main objective of the institute is to make the students self-reliant by imparting vocational education along with higher education. Recognizing the need of the tribal area, the college is creating awareness among the citizens of the locality about the labor law, forest rights, as well as 'tribal literature and tradition'. Moreover, the intention of the college is to create employment for the people of this area from gum production, honey business, herbal medicines.

Since our college is in the employment sector, this lecture program is organized to inform the citizens and students about the employment law, the importance of that law and the rights and rights of tribal people under the employment law. The Panchayat Extension (Scheduled Areas) Act (PESA) is a law that

has a positive impact on the lives of the tribal people for overall development, social, natural and geographical prosperity of the area. The attempt to make these people self-evident is behind the creation of this law and the people here have been given unlimited authority as compared to urban areas.

?We gathered the citizens in the evening in the surrounding villages in the Pesa area of Pokhari area and showed a film based on the Pesa Act and the importance of the Pesa Act to the citizens. The Panchayat Extension Act 1996 came into being with the aim of strengthening the self-governance system of the tribals through Gram Sabha by preserving and promoting the culture, customs and traditions of tribals. After so many years, the implementation of that act has started in the state. On that occasion some amendments have been made in the Bombay Gram Panchayat Act 1959 in accordance with the 'Pesa' Act.

The most important right given to tribal people under this Act is the freedom to make decisions regarding their various natural assets as well as land. Most of the citizens who have to be displaced, whether there are some development projects or dams, are against it. However, despite their opposition, those projects are carried out. Under this Act, it has been made mandatory to get the approval of all Gram Sabhas for plans and projects for the village. The management of water resources, irrigation, mines and secondary forest produce is also prescribed to the gram sabha. The Gram Sabha will ensure that no land belonging to the Scheduled Tribes will be illegally transferred to non-tribals. That is, important rights have been given to the Gram Sabha by this PESA Act.

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

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

Nestled in the Sahyadri mountain range and in the lap of the sacred pilgrimage site Bhimashankar Sanctuary, Pokhari is a village of socio-educational heritage. In the year 1982, this village established the organization Shri Pandharinath Vidya Vikas Mandal Pokhari. There should be educational, social, economic, political, public awareness in the society of tribal areas. The first secondary school was started with the main objective of bringing this society into the mainstream of development. Construction of the school started with Shramdan. The village stopped the yatra-saptah kirtan, sermons and focused on the educational development of the village to fix the school's finances. After middle school, higher secondary section was also started.

From 27/6/2018 to the organization Shri. Pandharinath College of Arts, Commerce and Science has been approved by the Government of Maharashtra. In this way, it has entered the field of higher education as well. Children deprived of college education should get higher education. A large officer class should be created from them and the tribal area should be developed. With this dream in mind, the board of directors and the staff of Shri Pandharinath College of Arts, Commerce and Science are continuously working. The main objective of the institute is to make the students self-reliant by imparting vocational education along with higher education. Recognizing the need of the tribal area, the college is creating awareness among the citizens of the locality about the labor law, forest rights, as well as 'tribal literature and tradition'. Moreover, the intention of the college is to create employment for the people of this area from gum production, honey business, herbal medicines.

Since our college is in the employment sector, this lecture program is organized to inform the citizens and students about the employment law, the importance of that law and the rights and rights of tribal people under the employment law. The Panchayat Extension (Scheduled Areas) Act (PESA) is a law that has a positive impact on the lives of the tribal people for overall development, social, natural and geographical prosperity of the area.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>2.1.2</td><td>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)
Answer before DVV Verification:
<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>145</td><td>145</td><td>155</td><td>150</td><td>155</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>61</td><td>52</td><td>61</td><td>60</td><td>64</td></tr></table>
2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years
Answer before DVV Verification:
<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>145</td><td>145</td><td>155</td><td>150</td><td>155</td></tr></table>
Answer After DVV Verification :
<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>145</td><td>145</td><td>155</td><td>150</td><td>155</td></tr></table>
Remark : DVV has made the changes as per shared report by HEI seats filled against reserved categories.</td></tr>
<tr><td>3.5.1</td><td>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Answer before DVV Verification :
Answer After DVV Verification :9
Remark : DVV has made the changes as per shared report by HEI functional MoUs/linkages with institutions.</td></tr>
<tr><td>5.2.1</td><td>Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year</td></tr>
</table>

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	89	75	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	49	52	0	0

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	89	75	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	89	75	0	0

Remark : DVV has made he changes as per shared report by HEI placement of outgoing students .

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	0	9	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	3	3

Remark : DVV has made the changes as per shared report by HEI sports and cultural programs .

7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**

	4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has selected the C. Any 2 of the above according to the dcouemnt .

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations