SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SKYLARK FOUNDATIONS ARTS, SCIENCE AND COMMERCE COLLEGE, KHED SHIVAPUR

AP-KHEDSHIVAPUR,TAL-HAVELI,DIST-PUNE
412205
asccskylark.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Executive summary

Skyalark foundation was established in ……and started Art's Science and Commerce College affiliated to savitribai Phule University in 2009. This college is situated in remote and rural area of pune district .The main objective of this College was to give Education to poor children, Student from different backward categories and specially the women. The College is running on non-grant basis on Expenditure is borne by the management .The Chairman of the College is himself repeated Principal and the person who worked on different statutory authorities of savoitribai phule Pune university.

The College give emphasizes on effective and student centric education system and teaching learning Process .For all round development of student , The College organizes deferent curricular and extra curriculum activities .Specially the College encourage student for Participating in Sports and cultural activities .The Principal Dr.Misal Shahaji is a Approved Principal and having more than 25 Year experience in Education field . The College has appointed young and dynamic staff for student

Institutional strength, weakness and challenges

Strength -

1 Approved and active staff

2. College is working in rural aria

3. Airy and ventilated infra structure

4. Approved Principal

5. Several cultural Program for aesthetic cultural Program

6. Skill and competencies Development based program

Weakness –

Remote area from Pune city

Not having post-graduation department

Lack of good and enough sport facilities

Challenges –

In Coming day's post-graduation department will start

More and more research paper will be published

College will apply for 2 (f) registration with UGC

College is making honest efforts for developing knowledge skill and thoughts in rural area students and also giving contribution in social development .

Vision

Our vision is to be a globally recognized institution known for its innovation, excellence, and inclusivity in education. We aim to empower students to excel across various disciplines, including arts, science, commerce, and digital proficiency. By equipping students with essential skills, we aim to develop graduates who can contribute meaningfully to society and succeed in the global landscape, making a positive impact in their communities and careers.

Mission

Our mission is to provide a transformative learning experience that encourages creativity, critical thinking, and leadership. We are committed to equipping students with the necessary knowledge, skills, and values to succeed in a technology-driven world. The institution promotes ethical behavior, societal contributions, and responsible citizenship, preparing students to meet challenges and embrace opportunities in an evolving global environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1 Approved and active staff

2. College is working in rural aria

3. Airy and ventilated infra structure

4. Approved Principal

5. Several cultural Program for aesthetic cultural Program

6. Skill and competencies Development based program

Institutional Weakness

Remote area from Pune city

Not having post-graduation department

Lack of good and enough sport facilities

Institutional Opportunity

Developing post graduate department

Establishing research center for different faculties

Getting funds from UGC and other finanicial sources

Establishment of NCC unit

Institutional Challenge

In Coming day's post-graduation department will start

More and more research paper will be published

College will apply for 2 (f) registration with UGC

College is making honest efforts for developing knowledge skill and thoughts in rural area students and also giving contribution in social development .

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is affiliated to pune university. University has developed curriculum for all the courses college run. Our college always plan for effective execution of the curriculum and the delivery of curriculum in the class. Planned staff meeting, discussions on new topics and effective curriculum delivery are the main focus of our college. College always takes feedback from students and give that feedback to university and also make essential changes in college curriculum delivery. Through curriculum delivery our main focus is all-round development of students.

Teaching-learning and Evaluation

Student centric teaching learning approaches are an entire part of our college. teachers from our college always use interactive methods for effective curriculum delivery. the main characteristics of our teaching learning is students engagement. along with this proper, objective, transparent and systematics evaluation process is also part of our activities. we always conduct projects , tutorials, internships and other mode of eternal evaluation in our college. our college give emphasis on best results.

Research, Innovations and Extension

as our college is undergraduate college, there is scope for research activities. but our college always organise plenty of extension and ostrich activities for social development of our students. providing good and responsible readers is our concern and for that college has started National Service Scheme programme jointly with Pune university. along with teaching learning we organise cultural and social activities for preparing responsible citizens who will contribute a major amount in social and national development.

Infrastructure and Learning Resources

our college is having airy and well ventilated classrooms having good academic aids, which includes computers, DLPS public access systems smartboards etc. spacious library along with stack room and riding hall is available for students. well equipped computer lab is also available for IT skill training for students. college i also having a spacious multipurpose hall where at least three hundred students can take part. washrooms are clean and maintained properly and regularly. 200 MBPS internet connection is available or all the computers and ultimately students are getting benefits from that.

Student Support and Progression

As our college is in rural area and mostly students are coming from poor and farmer family, college is trying to provide a guidance centre and help for students to get maximum government scholarships. there are several state and central government scholarships and college is trying to make available those facilities for students. play ground, canteen, parking facilities are provided to students. college is always having a good contact with the outgoing students and formulated a alumni association and through which college is conducting activities for present students.

Governance, Leadership and Management

college has decided specific vision and mission and conducting several activities in the classroom and outside the classroom for achieving it. A well developed democratic setup is initiated for effective administration. as per university act, college development committee is established where man agent of the college, principal, teaching and non teaching staff members and also the students are participating in the governance. Internal quality assurance cell is established and through which college is conducting different activities for students. At present college is trying implement e-governance in some aspects. A democratic way where all stack holders are involved in college administration.

Institutional Values and Best Practices

College is very particular about green campus concept for it plenty of trees are there on campus, solar system is under use gradable and non-gradable waste management system is at place. Rain water harvesting is implemented, electric bulbs and other related things are CFL form. College is conducting different activities for developing national interest in students. empowering rural women and community people are the concern of our college. we are contributing in community development and rural development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SKYLARK FOUNDATIONS ARTS, SCIENCE AND COMMERCE COLLEGE, KHED SHIVAPUR
Address	Ap-Khedshivapur,Tal-Haveli,Dist-Pune
City	Pune
State	Maharashtra
Pin	412205
Website	asccskylark.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Dr. Nagnath Mukund Bansode	020-9545117123	9762745639	-	acsck2009@gmail.com
IQAC / CIQA coordinator	Dr. Amit Prasanna Deshmukh	020-9923254087	9923254087	-	ami9t.deshmukh@gmail.com

Status of the Institution	
Institution Status	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
AICTE	View Document	09-05-2024	1	as per new rule of aicte

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	Ap-Khedshivapur,Tal-Haveli,Dist-Pune	Rural	1	2505

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	BA,Arts,	36	HSC	Marathi	120	30
UG	BBA,Commerce,CA	36	HSC	English	80	1
UG	BCom,Commerce,	36	HSC	English + Marathi	120	52
UG	BBA,Commerce,	36	HSC	English	80	51
UG	BSc,Science,	36	HSC	English	120	0

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				17			
Recruited	0	0	0	0	0	0	0	0	5	9	0	14
Yet to Recruit	0				0				3			
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				6
Recruited	1	2	0	3
Yet to Recruit				3
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				14
Recruited	5	9	0	14
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/M CH	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	5	9	0	14
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/M CH	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/M CH	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	218	0	0	0	218
	Female	216	0	0	0	216
	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	29	22	10	17
	Female	27	25	14	18
	Others	0	0	0	0
ST	Male	5	2	0	1
	Female	3	2	4	2
	Others	0	0	0	0
OBC	Male	19	14	13	12
	Female	8	10	6	11
	Others	0	0	0	0
General	Male	172	142	121	99
	Female	157	121	86	87
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		420	338	254	247

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary
2. Academic bank of credits (ABC):	Process has started by savitribai phule pune university and college has actively involved in it. College has conducted several staff meeting for orientation of implementation of academic bank of credit .
3. Skill development:	College has started conducting and organizing skill development program me for student .College has started communication skill programs . English language skill program training of computer skill , Tally Program me orientation etc.
4. Appropriate integration of Indian Knowledge	Deferent courses are interduce on university level and

system (teaching in Indian Language, culture, using online course):	college has decided and started also to teach the same courses Indian Knowledge system
5. Focus on Outcome based education (OBE):	College always give importance to develop knowledge skills and thoughts in student. For Achieving this , College give stress on using interactive mythology ,Discussion method and other student center method along with this college always conduct several co-courol and extra co-cular activity for student
6. Distance education/online education:	Nill

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	in our college Electoral Literacy group was no-formally made and orientation program were organized in college for new otters
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?	Student coordinator and faculty coordinator were appointed and they oriented student about electro literacy
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.	Discussions , visit to local governing board authority , inviting local political leader in college , social program were also organize for student
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.	Nil
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	College made efforts to create proper awareness about election procedure , registration as a new voter this program were organize

students as voters.	

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
338	254	247	225	198

File Description	Document
Upload Supporting Document	[View 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: 41

File Description	Document
Upload Supporting Document	[View 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
15	8	6	6	6

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
17	12	11	15	19

File Description	Document
Upload Supporting Document	[View Document](#)

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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:

Skylark Foundation's College of Arts, Commerce, and Science, affiliated with Savitribai Phule University, is committed to providing high-quality education that aligns with contemporary trends and addresses local, national, and global needs. The institution emphasizes academic excellence and the relevance of its curriculum, ensuring students are well-prepared to face modern challenges.

Academic planning is a cornerstone of the college's approach. Each year, the College Committee develops a detailed academic calendar that includes key aspects such as holidays, curricular milestones, internships, assessments, special celebrations, and examination periods. This calendar ensures a balanced academic year that integrates educational and co-curricular activities, promoting students' holistic development.

At the start of each semester, the Principal and Campus Director convene a meeting with faculty to allocate teaching and administrative responsibilities. Faculty members review the syllabus, determine the number of lectures required based on credit points, and align their teaching plans accordingly. The Principal also guides the preparation of the semester timetable and plans induction programs to ensure a smooth transition for staff and students alike.

The college fosters an inclusive and welcoming environment for new students through a fresher's party that encourages social integration and belonging. In the first few days of the semester, faculty members introduce their subjects, outline the syllabus, learning outcomes, and evaluation methods, setting clear expectations for students before regular classes begin.

Modern teaching methods and technology are integral to the college's approach. Faculty incorporate strategies such as collaborative learning, flipped classrooms, and project-based techniques to engage students actively. Digital tools and platforms enhance interactivity and make the learning process more impactful. The college further enriches students' academic journeys by hosting career guidance workshops, skill development programs, and industry seminars, equipping students with practical insights and professional skills.

To ensure the curriculum remains relevant and effective, the college employs a continuous feedback system. Faculty submit regular reports on class progress, and feedback is collected from students to identify and address areas for improvement. This process helps maintain high educational standards and keeps the curriculum aligned with evolving trends and student needs.

The college also emphasizes extracurricular and co-curricular activities. Programs such as the National

Service Scheme (NSS), cultural events, sports competitions, and training workshops provide opportunities for students to develop leadership, teamwork, and community involvement skills, enhancing their personal and professional growth.

Transparency is maintained in the examination process. Schedules for internal exams, assignments, and projects are communicated clearly through notice boards and WhatsApp groups, allowing students to manage their responsibilities effectively.

By integrating meticulous academic planning, innovative teaching, co-curricular activities, and transparent evaluations, Skylark Foundation's College offers a comprehensive, student-centric education, empowering graduates to thrive in an ever-changing world.

File Description	Document
Upload 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: 18

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](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

Other Upload Files	
1	[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: 30.67

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
128	104	22	69	64

File Description	Document
Upload supporting document	[View 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:

Skylar Foundation's College of Arts, Commerce, and Science integrates critical cross-cutting themes such as

- professional ethics,
- gender equality,
- human values, and
- environmental sustainability
- Women Empowerment

This approach reflects the institution's commitment to addressing global challenges while fostering ethical consciousness, social awareness, and environmental stewardship in students.

Additional Credit Courses for Undergraduates

The college offers additional credit courses addressing societal and ethical issues, including Introduction to the Constitution, Human Rights, Life Values, Environmental Studies, Cyber Security, and Women Empowerment. These courses promote ethical decision-making, social responsibility, and awareness of constitutional rights and environmental concerns. For instance, Environmental Studies focuses on

sustainability and conservation, while Women Empowerment cultivates leadership skills and gender equality.

Language and Literature: Ethical and Social Learning

Language and literature subjects incorporate cross-cutting themes to instill ethical and social values. English courses at various undergraduate levels address topics like business ethics, career development, and GST, blending professional competencies with ethical practices. In Marathi, socio-political narratives, such as the travelogue *Three Girls' Four Days*, illuminate themes of marginalization, tolerance, and interfaith harmony, fostering empathy and justice among students.

Specialized Courses: Ethics and Responsibility

Human values and ethical practices are central to specialized courses. The F.Y, S.Y, and T.Y. B.Com program includes Corporate Social Responsibility (CSR) and Entrepreneurship, emphasizing accountability and transparency in business. Postgraduate Political Science courses explore human rights, democracy, and justice, encouraging critical thinking about governance and societal inequalities. These courses inspire students to advocate for equality and ethical governance.

Gender Issues and Empowerment

Gender equality is a priority across disciplines. Commerce students study case studies on successful women entrepreneurs, demonstrating gender inclusivity in business. Workshops and lectures on gender sensitization challenge societal biases, empowering students to advocate for equity in professional and personal spheres.

Environmental Sustainability and Awareness

The college actively promotes environmental stewardship through academic content and extracurricular initiatives. Activities like

- Tree plantation drives,
- River conservation projects,
- Swachh Bharat Abhiyan participation, and
- Garbage-free campaigns

These offer hands-on experience in environmental preservation. These efforts are supported by curriculum components emphasizing sustainability, encouraging students to champion a greener future.

Holistic Impact on Students

By integrating cross-cutting themes, the college broadens students' academic horizons while cultivating ethical and socially responsible mindsets. Topics like human rights, environmental conservation, and gender empowerment equip students to address the complexities of the modern era. This comprehensive approach ensures that graduates are not only academically accomplished but also prepared to shape a just and sustainable world.

In conclusion, Skylar Foundation's College has effectively embedded cross-cutting issues into its

curriculum. Through additional courses, specialized subjects, and experiential initiatives, the institution fosters holistic education, positioning itself as a leader in preparing students to address critical global challenges.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 48.22

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

Response: 163

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 51.41

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
182	116	128	120	112

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

2022-23	2021-22	2020-21	2019-20	2018-19
320	240	240	240	240

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: 59.06

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
113	60	76	72	57

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
160	120	120	120	120

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: 22.53

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:

Experimental learning method-

Teaching faculty of the College promotes and exhibits experimental learning method. The main objective of this method is to indulge and develop experimental learning approach amongst the students. The teacher plays the role of a facilitator ensuring that a student has access to all learning material that will help ingraining knowledge through experience. Specially, departments like commerce , Arts and Banking use this method in the teachinglearning process to facilitate learning abilities of students. The instructor guides rather than direct the learning process where students are naturally interested in learning.

Skill development- Emphasis is given on skill development. For this, a skill Development Centre has been set up within the institute to provide adequate training in soft skill, language and communication skills, and awareness on the technology through various programmes.

Field Visit- Students also conduct workshop in the filled in which they have gathered more experience and knowledge. They also take part in organizing various extra and co-curricular events which help them in developing their Organizational skills. Special programs on Women's Day, Republic Day and World Environment Day are also conducted by them.

Internships- Internships are regularly offended to both UG students. Students undergo educational tours from different subjects like banking; they are guided during pursuing their tours and helped them to expand their thinking abilities. Students of Geography Department pursued visit to cottage industry, Small scale industries. These visits added a beneficial horizon in the thought process of the student's vision.

Activity Base Learning- Students also conducted E-Quiz, debates, discussions and related other activities. These help them to nurture their thinking process, enhance their cognitive ability, reflected their judgement procedure.

Participative Learning:

1. Students are given certain specific topics which are of sheer importance both practically and academically. Then, they are divided into various groups and asked to read various articles and /or summaries, further to analyses and reflect on it.
2. Students are activated using a combination of various participative methods such as brainstorming, case studies role playing, and so on. It helps them in reflective thinking, problem solving and to logically question what was taught.
3. This method provides feedback and evaluation of activities.

Problem - Solving Methodologies

1. Students are encouraged to find multiple solutions to problem and are given time to solve problems. The College thus adopts student centric learning method. Besides classroom teaching and laboratory experiment based learning, students are also involved in various innovative projects. The projects in turn, help towards enhancing the real life problem solving abilities of the students.

2. Students are guided during the searching and solving process. They carry out tasks like mind mapping on specific topics, which helps them to expand their thinking potentialities

ICT Tools

Teaching faculty of our College uses ICT Tools for teaching like Power point presentation. Teachers provide many references of e- documents for deep study. Reflecting and innovation teaching methodologies are employed. Almost all faculty members make extensive use of ICT in the class room.

File Description	Document
Upload Additional information	[View 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: 48.24

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
17	17	17	17	17

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: 0

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
0	0	0	0	0

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 awarded 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:

Internal assessment is an important part of the continuous evaluation process. It helps to reduce the

burden and tension of the students related to the final examination. It also helps the students in

better preparation for their end-semester examination. The college has initiated continuous internal

evaluation in accordance with the norms and guidelines as stated by Pune University.

Every effort is made on the part of the college to conduct the internal examinations with the utmost

level of transparency. The Institution informs the students and parents about the schedule of the Internal and

External examinations in the beginning of the academic year. The students are also informed

about the detailed schedule of the internal examination through notification in the website well in advance.

The examination and assessments are carried out in accordance with the set academic timetable. The answer scripts of internal assessments are shown to the students. Availability of previous years' external and internal question papers-both theory and practical is ensured in the library for the ready reference of students.

The internal papers are evaluated within a week of the day of exam and the marks are communicated to the students in the classroom. The teachers also make an effort to clear the doubt of the students regarding the question paper. Students are also advised regarding the various ways in which they can improve their performance.

Furthermore, the marks and the performance of the students are conveyed to the parents in the parents-teachers meet and also via messages and emails.

This helps the students to prepare for

competitive examination in future as well.

The internal examination committee monitors and conducts internal examinations in the college with active participation of all teaching faculties and non-teaching staff.

All the teachers of the concerned departments submit a set of question papers through the Head of the Department to the examination committee well in advance of the commencement of the exam.

After the results are announced student can seek a revaluation of their answer sheets if needed. This will help in the clarification of their doubts.

Photocopy of the answer sheets is made available to the students if they seek clarification.

The answer sheets are preserved and documented for further clarification and use.

For maintaining the transparency and effectiveness of the continuous internal evaluation

process, the college examination committee takes the responsibility and monitors the

mechanism throughout the year.

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:

- At the beginning of academic year, the Principal guides about the POs and COs to the all-faculty members. The university states POs and COs in the syllabus of each subject for each course and programs. All the POs and COs are collected by the IQAC from the syllabus. The collected POs and COs are well documented.
- The POs and COs are thoroughly discussed in each department at departmental meeting held at the beginning of the academic year. Faculty members are instructed to discuss the POs and COs in each class.
- The institution organizes the induction programme for all first year students of all faculties in every academic year. The Principal makes aware all the fresh students about POs and Cos at the induction programme.

The institute states and displays the POs and COs in the following ways:

- By uploading on the college websites
- By discussing in the classrooms.
- By sending on students' WhatsApp groups.

Evaluation of CO and PO: Achievement of the COs and POs is evaluated by the respective academic department by considering the marks obtained in the final year examination. The evaluation is done by analysing success rate of students in terms of transfer to higher educational institutions and performance in competitive examinations such as Staff Selection, Civil Service, SET, NET, GATE etc. This is also evaluated by taking into consideration of professional, social and economic success of alumni at the annual alumni meeting. The college has a dynamic https://asccskylark.in/index which is regularly updated. The college ensures that all the departments prepare program outcomes, program specific outcomes and course outcomes. The college provides academic flexibility to our students. List of programmes and courses, program code are also mentioned in the College prospectus.

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:

Evelution of attainment of POs and COs:

- The quality of assessment process in a college mostly depends on transparent, time- bound and efficient examination system. Therefore, the college has effective mechanism of assessment system for attainment of POs and COs.
- All the faculty members strive to develop the student cooperation, promote students active learning techniques, takes regular feedbacks, analyses them for the improvement. They implement both types of Assessment that are formative assessment and summative assessment for the attainment of POs and COs.
- The IQAC of college follows a specific and systematic methodology for the success of the same. Attainment strategies of Programme Outcomes (POs) and Course Outcomes (COs) are decided by each department.
- Direct attainment is evaluated on the basis of result of semester and annual examinations conducted by college and university respectively.
- COs attainment is evaluated through assignments, tests, tutorials, project reports, seminars, presentations, group discussions, viva voce, etc. Routine evaluation is done by oral or written tests in class room.

The faculty carried out the various activities for the students in the college such as:

1.

2.Sports

3.Cultural Activities

4.Elocution and Debate Competition

- As per the rules of the affiliating university, the performances of the students in every course are evaluated based on the results of the assessment of tests, home assignments, practical examinations and university Examinations. The theory examination conducted by university covers 70% of evaluation, the question papers are set by the faculty on the basis of syllabi of the said course. So, the standard of measuring the attainment is usually high.
- The program outcomes attainment is also considered in terms of students' progression and placement record,
- Qualifying various competitive exams, SET, NET, M. Phil., Ph.D., and getting jobs is evaluated through the data which is available from Faculty.

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

2.6.3

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

Response: 75.81

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
60	57	37	45	11

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
85	61	50	51	30

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](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[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:

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: 6

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
5	1	0	0	0

File Description	Document
Upload supporting document	[View 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:

Institutional Efforts in Enhancing Learning Environment and Knowledge Transfer

The institution fosters a vibrant learning environment equipped with modern facilities and comprehensive guidance, ensuring holistic student development. It emphasizes knowledge transfer and collaboration through faculty exchange programs and inter-faculty interactions. Regular workshops and seminars address societal needs, improve teaching-learning processes, and provide skill enhancement opportunities.

Workshops and Seminars

The institution hosts a variety of workshops and seminars to support professional growth and societal awareness:

- **Teaching and Learning Practices:** Enhancing pedagogy with ICT and innovative methods.
- **Skill Development:** Value-added courses aimed at employability.
- **Gender and Social Issues:** Sensitizing students to equality, rights, and inclusivity.
- **Technology Integration:** Leveraging modern tools for improved learning experiences.
- **Health and Hygiene:** Promoting wellness awareness.
- **Environment:** Sustainability and conservation activities.
- **Yoga and Meditation:** Supporting mental and physical well-being.

Scholars and experts are invited to deliver lectures on contemporary issues, enriching students' understanding of societal challenges.

Teaching Methods and Approaches

Faculty employ diverse methods to enhance learning, blending traditional and modern techniques:

- **Lecture Method:** Direct instruction for concept clarity.
- **Interactive Methods:** Discussions, debates, and Q&A for participatory learning.
- **Project and Field Work:** Encouraging research aptitude and real-world exposure.
- **Technology Integration:** Using PowerPoint, YouTube, and computer-based materials.
- **Active-Based Learning:** Promoting discussion and critical thinking.
- **Cooperative Learning:** Group tasks, role plays, and quizzes fostering teamwork.

Blended methods, such as combining blackboard teaching with ICT tools, are employed for subjects like Mathematics, Commerce, and Economics, ensuring better comprehension.

Student-Centric Methods

The institution emphasizes active student involvement through:

1. **Activity-Based Teaching:** Encouraging independent projects and exploration of topics.
2. **Collaborative Learning:** Using group discussions, quizzes, and role plays to build teamwork.
3. **Peer Teaching:** Promoting participative learning and knowledge sharing.

Co-Curricular Programs and Initiatives

Classroom learning is supplemented with co-curricular activities:

- **Summer Programs:** NSS volunteers engage in Swachh Bharat Abhiyan, fostering civic responsibility.
- **Environmental Initiatives:** Tree plantation drives, clean-up campaigns, and sustainability awareness sessions.
- **Skill Development Camps:** Short-term courses enhancing employability and personal growth.

Outcome-Based Learning

The institution's focus on the CBCS (Choice Based Credit System) curriculum emphasizes project work, cultivating research skills and problem-solving abilities. These initiatives help students acquire leadership, critical thinking, and teamwork skills.

Conclusion

Through its dynamic blend of traditional and modern teaching methods, impactful workshops, and co-curricular programs, the institution creates a robust learning environment. These efforts prepare students to meet professional challenges and fulfill societal responsibilities, nurturing well-rounded individuals.

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: 0

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
0	0	0	0	0

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

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[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

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	0	0

File Description	Document
Institutional data in the prescribed format	[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:

Skylark Foundation Arts, Science & Commerce College has undertaken numerous extension activities in the past five years, fostering a strong college-community network. These initiatives aim to address social issues, promote student engagement, and ensure holistic development, enabling students to emerge as socially responsible citizens with a sense of national pride.

Objectives of Extension Activities

1. To nurture socially responsible, empathetic, and sensitive citizens.
2. To instil patriotism and a sense of belonging among students.

Community Outreach Initiatives

1. Awareness Programs

Students actively participate in programs addressing public health, environmental conservation, and women's healthcare, particularly in underserved areas. Key initiatives include:

- **Swachh Bharat Mission:** Promoting hygiene and cleanliness.
- **Tree Plantation Drives:** Encouraging environmental sustainability.
- **Cleanliness Drives:** Advocating for clean surroundings.
- **Women Empowerment Workshops:** Highlighting gender equality and healthcare.

2. Street Plays and Debates

Street plays are used as creative tools to deliver vital social messages on topics like violence, human rights, corruption, and superstition eradication. These plays and inter-college debates enhance students' advocacy and communication skills.

3. Surveys on Social Issues

Students conduct surveys to analyze pressing societal challenges, such as public health, and provide actionable solutions to benefit the community.

4. Clean and Green Initiatives

The college prioritizes environmental conservation through activities like:

- Plastic-free campus campaigns.
- Rainwater harvesting.
- Tree plantation drives.
- Promoting eco-friendly practices.

5. Vaccination Drives

The college organizes vaccination programs to ensure accessible healthcare and improve community health outcomes.

6. International Yoga Day

Annual celebrations promote awareness of yoga's physical, mental, and spiritual benefits, encouraging healthier lifestyles for students and the community.

Role of NSS

The National Service Scheme (NSS) unit plays a pivotal role by adopting a village each year, conducting programs on health, hygiene, and women's empowerment. Key activities include:

- Awareness rallies on youth empowerment.
- Participation in the Clean India Mission.
- Women's hygiene workshops.

Categorization of Activities

Activity Type	Examples
Awareness Programs	Literacy drives, healthcare guidance, women empowerment campaigns.
Street Plays & Debates	Anti-corruption, superstition eradication, women empowerment themes.
Surveys	Public health challenges, educational needs.
Clean and Green	Rainwater harvesting, plastic-free initiatives, tree plantation.
Health Drives	Vaccination campaigns.
Yoga & Patriotism	Yoga Day, Independence Day, Republic Day celebrations.

Skill-Based, Knowledge-Based, and Emotion-Based Activities

Type	Examples
Skill-Based	Communication skills, interview preparation.
Knowledge-Based	Lectures, workshops, debates.
Emotion-Based	Rallies, etiquette training, patriotic events.

Conclusion

Through diverse extension activities, Skylark Foundation Arts, Science & Commerce College ensures holistic student development while addressing community needs. These initiatives foster social responsibility, skill enhancement, and national pride, preparing students for meaningful societal contributions.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

NA

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: 38

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
12	9	0	9	8

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: 3

File Description	Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	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:

Key Indicator – 4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness centre, equipment, computing facilities, sports complex, etc. for the various programme offered Response:

Infrastructure and Facilities Report

The institution has developed a robust infrastructure, ensuring efficient utilization of physical facilities for teaching and learning. The campus infrastructure enables smooth conduct of classes and co-curricular activities. Below is a summary of the available facilities:

Infrastructure Overview

Sr. No.	Room Name	Total
1	Principal Cabin	01
2	Administrative Office	01
3	Accounts Office (Photocopy and Printing Center)	01
4	Seminar Hall	01
5	Classrooms	12
6	Laboratories	02
7	Staff Rooms	01
8	Library	01
9	QAC Room	01
10	Computer Lab	01
11	Girls' Common Room	01
12	Boys' Common Room	01
13	Girls' Toilet	01
14	Boys' Toilet	01
15	Staff Toilet (Female)	01
16	Staff Toilet (Male)	01

17	Computers	41
18	Printers	06
19	Color Printer	01
20	NSS Department	01
21	Sports Department	01

Facilities Breakdown

Classroom Facilities

- **Total Classrooms:** 9 spacious, well-ventilated classrooms with adequate seating and conventional teaching tools.
- **ICT-enabled Classrooms:** 1 classroom with smartboard facilities, a seminar hall, and a computer lab equipped with ICT tools.
- **Wi-Fi:** Available in classrooms to enhance teaching and learning.

Computer Facilities

- **Computer Laboratory:** 1 lab equipped with 30 computers, both LAN and Wi-Fi-enabled for internet connectivity.
- **Software:** Dedicated software in the library and office to streamline administration and learning processes.

Library

- **Supervision:** Managed by a librarian.
- **Digital Resources:** Equipped with 2 computers with internet access and enlist facilities.
- **Resources:** Newspapers, journals, magazines, and periodicals.
- **Reading Rooms:** Separate reading areas for students and staff.

CCTVs

- Floor-wise CCTV surveillance ensures security across the campus.

Sports Facilities

- **Annual Sports Day:** Includes mock rounds and preliminary practice on campus.
- **Equipment:** Throw balls, cricket kits, carom boards, chess boards, and more.
- **Grounds:** Multipurpose grounds for indoor and outdoor activities.

Additional Facilities

- **Aqua Guard:** Drinking water facility on the ground floor.
- **Restrooms:** Separate toilets for boys, girls, and staff.

The institution's infrastructure ensures a conducive environment for academic and extracurricular activities, fostering holistic student development.

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: 33.62

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
0	0	0	0	24.88

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[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:

Internal assessment is an important part of the continuous evaluation process. It helps to reduce the

burden and tension of the students related to the final examination. It also helps the students in

better preparation for their end-semester examination. The college has initiated continuous internal

evaluation in accordance with the norms and guidelines as stated by Pune University.

Every effort is made on the part of the college to conduct the internal examinations with the utmost

level of transparency. The Institution informs the students and parents about the schedule of the Internal and

External examinations in the beginning of the academic year. The students are also informed

about the detailed schedule of the internal examination through notification in the website

well in advance.

The examination and assessments are carried out in accordance with the set academic

timetable. The answer scripts of internal assessments are shown to the students.

Availability of previous years' external and internal question papers-both theory and

practical is ensured in the library for the ready reference of students.

The internal papers are evaluated within a week of the day of exam and the marks are

communicated to the students in the classroom. The teachers also make an effort to clear the

doubt of the students regarding the question paper. Students are also advised regarding the

various ways in which they can improve their performance.

Furthermore, the marks and the performance of the students are conveyed to the parents in

the parents-teachers meet and also via messages and emails.

This helps the students to prepare for

competitive examination in future as well.

The internal examination committee monitors and conducts internal examinations in the college with active participation of all teaching faculties and non-teaching staff.

All the teachers of the concerned departments submit a set of question papers through the Head of the Department to the examination committee well in advance of the commencement of the exam.

After the results are announced student can seek a revaluation of their answer sheets if needed. This will help in the clarification of their doubts.

Photocopy of the answer sheets is made available to the students if they seek clarification. The answer sheets are preserved and documented for further clarification and use.

For maintaining the transparency and effectiveness of the continuous internal evaluation process, the college examination committee takes the responsibility and monitors the mechanism throughout the year.

File Description	Document
Upload Additional information	[View 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:

Key Indicator - 4.3. IT Infrastructure

4.3.1 Institute frequently updates its IT facilities and provides sufficient bandwidth for internet connection.

Technology and Infrastructure Overview of the Institution

The institution boasts state-of-the-art Information and Communication Technology (ICT) infrastructure, creating a fully internet- and Wi-Fi-enabled campus that supports academic and administrative operations. Equipped with 41 computers, the setup ensures seamless digital integration. Among these, 3 high-performance systems are dedicated to office operations, all supported by internet and Wi-Fi connectivity. Regular upgrades ensure these systems meet the evolving demands of the institution for optimal efficiency.

Library and ICT Facilities

The institution's technological infrastructure caters to modern academic needs, fostering excellence and digital learning. The library includes 3 computers one for student use and 2 for staff, all internet-enabled to provide smooth access to e-resources. A dedicated ICT lab features 30 computers exclusively for student use, promoting research, skill development, and collaboration. Additionally, the Computer cum Smart Teaching Hub integrates a smart board, server, and systems interconnected via Local Area Network (LAN) and internet, enabling interactive and engaging teaching. Together, these resources enhance academic research, learning, and digital literacy.

Educational Technology and Accessibility

To enrich the teaching-learning process, the institution integrates Educational Technology (ET) tools. With LAN and broadband connectivity spanning the office, library, and computer lab, students and staff utilize resources for activities such as web browsing, downloading, uploading, and blogging. These tools support PowerPoint presentations, seminars, and assignments, while fostering the creation of teaching-learning materials and ICT skill development. This dynamic environment enhances both curricular and co-curricular engagements, preparing students for future challenges.

Software and E-Learning Tools

A variety of software solutions, including Windows 7 and 10, MS Office (2007, 2013, and 2016), Adobe Reader, and Vriddhi software, are employed to streamline academic and administrative functions. During the COVID-19 pandemic, conferencing tools ensured uninterrupted online learning. Currently, students practice ICT skills in the computer lab using MS Office 2013. These tools, combined with advanced e-learning platforms, promote collaborative learning and enhance student preparedness for academic and professional success.

IT Infrastructure and Management

The institution's robust IT infrastructure includes 13 battery backups (9 old, 4 new), 3 Salvo Invertors, 1 Urja Vision Invertor, and 1 Microtek Invertor to ensure uninterrupted power supply, along with 3 Wi-Fi routers for seamless connectivity. Campus security is reinforced with 14 CCTV cameras, including in the computer lab and library passage. ICT resources include 15 pen drives, 1 HP Smart Tank 525 colour

printer, 5 Canon black-and-white printers. Interactive teaching tools like 2 overhead projectors, 1 smart board, and 1 electronic punching machine enhance operational efficiency. With 30 desktop computers 20 new and 10 older systems featuring Intel Core i5, i3, and i7 8th generation processors the institution ensures diverse academic capabilities. A high-speed 200 Mbps connection, secured by a hardware firewall, enables safe, efficient internet access. IT services, managed by Gazon Communications and supported by Infosoft Solutions, ensure smooth functionality and an updated digital presence under expert guidance.

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: 11.27

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

Response: 30

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View 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: 34.35

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
4.41	4.42	5.89	6.2	4.5

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[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: 7.37

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
25	10	15	28	15

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](#)

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
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[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: 0

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
0	0	0	0	0

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
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[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: 36.54

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
03	10	03	02	01

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
09	19	09	10	05

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[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: 7.4

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
15	10	0	0	12

File Description	Document
Upload supporting document	[View 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 of our college, established in 2003, plays a pivotal role in the institution's growth and development. Alumni, as former students, carry forward the values, experiences, and knowledge acquired during their academic journey here, making their contributions indispensable. Their involvement enhances the college's reputation, fosters school spirit, offers financial support, and provides mentorship to current students. These multifaceted contributions form the foundation of a dynamic and progressive institution.

Alumni act as ambassadors of the institution, promoting its reputation through their professional achievements, networks, and community presence. Their successes reflect the quality of education provided by the institution, making it an attractive option for prospective students, faculty, and investors. Alumni networks serve as a platform for the exchange of knowledge, resources, and opportunities, enriching academic and research programs. These interactions strengthen the institution's credibility and broaden its influence in both local and global contexts, ensuring that it stays relevant and competitive in the ever-changing educational landscape.

Engagement with alumni fosters a strong sense of school spirit and community. Participating in reunions, events, and extracurricular activities strengthens honds among alumni and with the institution. This sense of loyalty and pride inspires both alumni and current students to contribute to shared goals and work collaboratively toward institutional success. The collective enthusiasm generated by alumni involvement encourages greater participation, whether it is through organizing events, supporting initiatives, or contributing to the college's long-term objectives. Such spirit builds a legacy of shared commitment that transcends generations.

Financial contributions from alumni are a cornerstone of the institution's sustainability and progress. Through donations, sponsorships, and scholarships, alumni enable the expansion of academic programs, the maintenance of facilities, and the provision of financial aid to students from diverse economic backgrounds. These contributions help bridge funding gaps, ensuring that the institution can keep pace with evolving educational demands. The financial support provided by alumni plays a critical role in transforming the institution's vision into reality, fostering excellence in education, research, and community impact.

In addition to financial support, mentorship offered by alumni is invaluable for current students Alumni, having experienced similar academic and professional challenges, are uniquely positioned to provide guidance and support. They offer imights into industry trends, career advice, and professional connections, helping students prepare for internships, entrepreneurial ventures, and long-term career goals. By bridging the gap between academic theory and real- world application, alumni mentorship ensures students are equipped with the skills and confidence necessary to excel in their respective fields.

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

11-01-2025 01:28:35

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:

Key Indicator – 6.1 Institutional Vision & Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance.

Introduction

The vision, mission, and objectives of an institution are crucial elements in guiding its growth and direction. At our college, we are committed to fostering an environment that nurtures creativity, critical thinking, and leadership. Our goal is to provide students with the knowledge and skills necessary to excel in their fields and navigate a dynamic, technology-driven world. The institution emphasizes inclusivity, innovation, and the holistic development of students, ensuring they are prepared for future challenges.

Vision

Our vision is to be a globally recognized institution known for its innovation, excellence, and inclusivity in education. We aim to empower students to excel across various disciplines, including arts, science, commerce, and digital proficiency. By equipping students with essential skills, we aim to develop graduates who can contribute meaningfully to society and succeed in the global landscape, making a positive impact in their communities and careers.

Mission

Our mission is to provide a transformative learning experience that encourages creativity, critical thinking, and leadership. We are committed to equipping students with the necessary knowledge, skills, and values to succeed in a technology-driven world. The institution promotes ethical behavior, societal contributions, and responsible citizenship, preparing students to meet challenges and embrace opportunities in an evolving global environment.

Objectives

The following objectives reflect our commitment to high-quality education and the holistic development of our students:

Deliver High-Quality Education

We are dedicated to providing high-quality education through innovative teaching methods and a curriculum that is aligned with the needs of industry and society. This ensures our students gain relevant knowledge and practical skills that enhance their employability.

Encourage Interdisciplinary Learning and Research

The institution fosters interdisciplinary learning and research, encouraging students to engage in creative problem-solving across various fields. This approach strengthens their ability to think critically and understand complex global issues from different perspectives.

Promote Ethical Values and Inclusivity

We emphasize ethical values and inclusivity in education, aiming to prepare students to be responsible global citizens. By promoting lifelong learning, we equip students to contribute positively to society, creating a sustainable and inclusive world.

Foster Collaborations with External Partners

The institution actively collaborates with academic, corporate, and community partners to enhance skill development, employability, and technological expertise. These partnerships provide real-world experience, ensuring our students are well-prepared for their careers.

Provide Digital Proficiency and Career Readiness

Our state-of-the-art digital computer lab offers MKCL-certified courses, helping students develop essential digital skills and certifications, ensuring they are competitive in a technology-driven job market.

Conclusion
The vision, mission, and objectives of our institution are designed to provide an enriching academic experience that prepares students for success in a rapidly evolving world. By focusing on innovation, inclusivity, and holistic development, we ensure that our students are equipped to make meaningful contributions and thrive in their careers.

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:

Key Indicator – 6.2 Strategic Development and Deployment
6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional strategic/perspective/development plan etc.
Introduction
Our institution has developed a strategic plan to enhance both administrative and teaching-learning activities, with the aim of improving the quality of education and student development. The institution is committed to fostering an environment that promotes academic excellence, student welfare, and the holistic development of learners through effective leadership and collaboration.

Leadership and Planning

The Principal serves as the head of the institution, with a clear vision for its development. He plays an active role in ensuring smooth operations and gives special attention to the functioning of the college. The Head of Departments (HODs) convene regular departmental meetings to outline annual plans that cover academic activities, co-curricular events, and student welfare programs. These plans are discussed and refined in consultation with the Principal, who motivates and supports the department's initiatives.

The institution also relies on committees composed of both teaching and non-teaching staff members to oversee the implementation of the strategic plan. These committees play a vital role in the smooth running of the institution, contributing to the overall administrative and academic effectiveness.

Monitoring and Evaluation

The Principal closely monitors the academic progress of students, ensuring that their achievements are recognized through awards and prizes in academic, social, and extracurricular domains. The monitoring system ensures that students are continually motivated to excel, and regular evaluations help track their progress in various aspects, including competitions, social services, and extracurricular activities.

Extracurricular Activities and Sports

The institution emphasizes the importance of extracurricular activities, and the Principal regularly meets with faculty and staff to develop future plans for sports, NSS, and other student welfare activities. These meetings aim to foster a balanced approach to academic and extracurricular development. By encouraging active participation in sports and social programs, the institution helps create a healthy and engaging environment for students.

Technological Integration

The institution integrates modern teaching methodologies and technological tools to enhance learning experiences. Faculty members are encouraged to adopt innovative teaching resources, ensuring students receive a high-quality education. The college website has been redesigned to serve as a central resource hub for students, teachers, and administrative staff.

The online admission process, library automation, and fully digital examination system streamline administrative functions and academic processes. Additionally, the institution has adopted online methods for generating examination forms, hall tickets, and results, ensuring a seamless, tech-driven academic experience.

Conclusion

The strategic plan of the institution emphasizes academic quality, administrative efficiency, and the overall development of students. By focusing on leadership, technology integration, and extracurricular engagement, the institution strives to provide a well-rounded education that prepares students for success in an evolving world.

File Description	Document
Institutional perspective Plan and deployment documents on the website	[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](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[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:

Key Indicator – 6.3 Faculty Empowerment Strategies
6.3.1 The institution has effective welfare measures and performance Appraisal system for teaching and non-teaching staff.
Faculty and Staff Development at the Institution
The institution places a strong emphasis on the professional growth and well-being of both teaching and non-teaching staff. Under the leadership of the Principal and management, various initiatives are implemented to support staff development and promote a healthy work-life balance.
1. Research Encouragement and Support
The Principal and management actively encourage teachers to pursue higher academic qualifications like Ph.D. and M.Phil. Faculty members are also motivated to submit proposals for Major and Minor Research Projects to UGC and BCUD, Savitribai Phule Pune University. The institution provides necessary resources such as internet access, library facilities, and laboratory infrastructure to support research activities, ensuring that faculty have the tools they need to engage in academic exploration.
2. Participation in Seminars and Workshops
To foster professional growth, the management encourages faculty to attend and participate in various seminars, conferences, workshops, and training programs. Additionally, the faculty are motivated to organize such events, creating opportunities for knowledge exchange and professional networking, which enhances their teaching and research capabilities.
3. Gym and Wellness Facilities
To promote staff and student well-being, the institution offers gym facilities. This initiative supports the

physical health of faculty and students, encouraging a balanced lifestyle that enhances both academic performance and overall personal well-being.

4. Recognition of Retired Employees

The institution recognizes the contributions of retiring staff members by organizing a formal felicitation ceremony. The Principal and management express gratitude for the dedicated service of retiring faculty, reinforcing a culture of respect and acknowledgment within the institution.

5. Leave and Welfare Benefits

In accordance with government and university norms, the institution provides various leave options, including maternity leave, medical leave, earned leave, casual leave, and duty leave. These benefits ensure that staff can manage their personal needs while maintaining a healthy work-life balance.

6. Professional Development and Career Advancement

The institution encourages both teaching and non-teaching staff to participate in training programs such as Orientation Programs, Refresher Courses, Short Term Courses, and Faculty Development Programs. These initiatives are essential for career advancement and fulfilling the criteria for Career Advancement Scheme (CAS) promotions, as per UGC guidelines.

7. Allowances for Non-Teaching Staff

Non-teaching staff receive allowances such as uniform and washing allowances annually, in accordance with Maharashtra Government norms. These provisions help ensure that non-teaching staff are supported and maintain a professional standard of work.

8. Encouragement for Examination Work

The Principal encourages faculty to participate in examination-related activities, allowing them to contribute to the institution's academic processes and gain further experience in academic evaluation.

Conclusion

The institution is committed to the continuous professional development and well-being of its staff. By providing research opportunities, professional development programs, wellness initiatives, and welfare benefits, the institution creates a supportive environment that enhances faculty and staff effectiveness, contributing to the overall success of the institution.

File Description	Document
Upload 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
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[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
04	04	04	04	04

File Description	Document
Institutional data in the prescribed format	[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:

.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various

sources (government/non-government/ organisation) and it conducts financial audits regularly (internal and external)

The institution ensures financial transparency and accountability through systematic internal and external audits conducted over the last six years. To achieve this, & Associates Chartered Accountants has been appointed as the internal auditor. The financial statements, including books of account, vouchers, and related documents, are meticulously maintained and audited annually. The last internal audit was conducted during the financial year _2023-24____ and completed in ___2024___, with its report submitted to the college management for review and necessary action.

The college receives financial support in various forms, including salary and development grants for grant-in-aid courses from the Government of Maharashtra. Additionally, it benefits from grants sanctioned under special schemes by the University Grants Commission (UGC) and the Board of College and University Development (BCUD), Savitribai Phule Pune University, Pune. Funds are allocated for specific purposes such as infrastructure development, departmental renovation, and administrative enhancements.

Procurement of materials and services is executed with utmost transparency. The college adheres to a three-quotation system, ensuring orders are placed with vendors offering the best combination of quality, price, and service. All accounts are managed by a designated accountant in compliance with established financial norms. The Principal oversees daily collections, endorsing cash balances at the close of each day.

External audits are conducted by the Joint Director of Higher Education, Pune Region, and the Account Officer, Higher Education Department, Pune Region. These audits ensure adherence to guidelines from Savitribai Phule Pune University, UGC, and the Government of Maharashtra. Funds forwarded to the institution under programs such as the National Service Scheme (NSS) and examination-related activities undergo strict scrutiny by these external bodies.

The audit mechanisms include verification of teaching and administrative staff salary grants forwarded by the government, as well as funds allocated for education and other development initiatives. Internal audits, performed by the appointed auditors, focus on streamlining financial procedures and maintaining compliance with institutional and governmental requirements.

Over the past five years, the institution has consistently conducted these audits to meet regulatory standards, identify discrepancies, and implement corrective measures. This dual-layered audit mechanism fosters financial integrity and ensures that funds are utilized effectively for the institution's growth and development.

In conclusion, the college's financial practices, driven by a combination of internal and external audits, uphold the principles of transparency, accountability, and systematic resource management. These processes contribute to the institution's robust financial governance, supporting its academic and administrative objectives efficiently.

File Description	Document
Upload Additional information	[View 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:

Key Indicator – 6.5 Internal Quality Assurance System

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

The teaching-learning process and its methodology are systematically reviewed through meetings involving the Head of the Department, committee heads, and administrative staff by the IQAC, adhering to established norms.

Each year, departments organize study tours to enhance student learning. For instance, F.Y., S.Y., and T.Y. B.Com and B.A. students visited Rajgad Fort to explore its historical significance, land management practices, and geographical structure. Similarly, students visited natural water bodies, such as rivers and ponds, to observe and collect waste, enabling them to study water impurities through practical methods. Other visits included Katkari Vasti for health checks (e.g., BP and sugar tests) and farms to understand farmers' challenges and provide assistance regarding available facilities.

Staff Academy, a lecture series initiated by the college, fosters knowledge exchange among faculty members. Its aim is the holistic development of teachers by bridging knowledge gaps and promoting skill enhancement. Experts are invited to deliver lectures on the latest trends each term, ensuring continuous professional growth.

Best Practices Under IQAC

1. Title: Study Tour
2. Objectives:
o   Collect plant materials and preserve them as herbariums.
o   Understand biodiversity and bird diversity.
o   Gain practical knowledge about natural ecosystems.
o   Cultivate student interest in nature.
o   Develop skills for better opportunities.
3. Context: To complement classroom teaching, the college organizes study tours and visits, encouraging students to gain practical knowledge for their academic and personal development.
4. Practice: Study tours are organized at historical sites, biodiversity hotspots, bird sanctuaries, food processing units, forests, sea shores, vermicomposting plants, and industries such as sericulture, apiculture, and wine production. These tours foster hands-on learning.
5. Limitations: Being located in a tribal area limits the students' access to practical knowledge. Study tours address this gap by providing field-based learning opportunities.
6. Evidence of Success: These activities have motivated students and enhanced their understanding of real-world applications, contributing to their overall development.

File Description	Document
Upload 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: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View 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:

7.1.1 Measures initiated by the institution for the promotion of gender equality and Institutional initiatives to celebrate / organise national and international commemorative days, events and festivals during the last five years

Skylark Foundation Arts, Commerce & Science College, Khed Shivapur, Arvi, prioritizes gender equity and inclusivity through a range of initiatives that incorporate gender sensitivity into academic, co-curricular, and cultural dimensions. The college is committed to creating a safe, inclusive, and diverse environment that empowers students and faculty to embrace gender equality as a fundamental value.

Gender Sensitivity in the Curriculum

The college aligns with Savitribai Phule Pune University (SPPU) to embed gender sensitivity into its academic offerings. Courses such as Sociology of Gender explore gender roles and workplace equality, while Value Education, Democracy, and Human Rights instill democratic values and awareness of gender equality. These programs equip students with critical insights into social justice, fostering a deeper understanding of inclusivity.

Institutional Measures for Gender Equality

To ensure a culture of gender equity, the college has introduced the following measures:

Gender Equality Policy: The policy promotes equal opportunities, decision-making roles, and regular sensitization programs to address gender-related concerns.

Gender Awareness Plan: The college actively encourages women's participation in co-curricular activities and sports.

Action Plan: A structured approach integrates gender sensitivity into academic and extracurricular activities.

Gender Audit Report: Regular assessments help identify gaps in gender equity and guide corrective actions.

Question Collection: Students and staff are invited to raise queries on gender-related issues for discussion and resolution.

Suggestion Box and Helpline: Accessible suggestion boxes, helpline numbers, and immediate contact facilities provide support for women in need.

Committees and Safety Provisions: Committees ensure women's safety and promote equity. CCTV surveillance, professional security guards, secure fencing, and collaboration with local police enhance campus safety.

Facilities for Women

The college offers several facilities dedicated to female students, ensuring cleanliness and quality. Women are actively encouraged to lead decision-making committees, contributing to a balanced and inclusive environment. Faculty members champion gender sensitivity, social justice, and cultural

awareness. The Department of Psychology plays a vital role by providing counseling services, organizing gender sensitization programs, and supporting the mental well-being of students.

Commemorative Celebrations

In the last five years, the college has celebrated national and international events to promote gender equity and inclusivity. Programs such as Women's Day and Unity Day provide platforms for discussions on gender sensitivity and equality. Birth and death anniversaries of prominent figures are observed to inspire students and staff about social justice and inclusivity.

Conclusion

Skylark Foundation College remains committed to fostering a gender-sensitive environment through sustained initiatives in academics, safety, and cultural activities. These efforts ensure holistic development, preparing students to contribute to a just and inclusive society. The college's commitment to equity and inclusion underpins its vision of empowering all individuals to thrive.

File Description	Document
Upload 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: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[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: D. Any 1 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](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (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:

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

Skylark Foundation College organizes festivals and programs that contribute significantly to students' educational, cultural, and social development. These celebrations provide a vibrant and enriching experience, encouraging collaboration between students and faculty. By honoring diverse traditions and cultures, the college promotes inclusivity, respect, and community. These programs not only celebrate diversity but also foster a deeper understanding of shared values. Below is an overview of the key festivals and programs celebrated at the college:

Shiv Jayanti

Shiv Jayanti is an opportunity to highlight the extraordinary contributions of Chhatrapati Shivaji Maharaj. Students are introduced to his leadership, sacrifices, and dedication to Swarajya. Through storytelling and cultural programs, this celebration inspires students to adopt his values and leadership qualities, making the event educational and motivational.

Annual Festival

The Annual Festival is a vibrant event showcasing cultural, academic, and sports talent. Activities include singing, dancing, drama, poetry recitation, and other artistic performances. Sports competitions

and academic contests are also organized, providing a platform for students to demonstrate their skills and creativity while fostering a sense of camaraderie.

Independence Day (15th August)

Independence Day is celebrated with patriotic fervor through flag hoisting, speeches, and cultural performances. Students and faculty commemorate the sacrifices of freedom fighters and reflect on the values of independence. The event also features inspiring addresses by dignitaries and cultural activities that instill national pride.

Ganesh Chaturthi

Ganesh Chaturthi is celebrated with devotion and enthusiasm. Students take the lead in organizing festive decorations, worship ceremonies, and cultural programs. The event encourages creativity, teamwork, and a sense of unity among participants.

Diwali Festival

During Diwali, the college organizes lamp decoration, workshops, and cultural gatherings. These activities bring the community together and emphasize the importance of light, knowledge, and togetherness.

Republic Day (26th January)

Republic Day features activities like flag hoisting, patriotic speeches, and cultural performances. Students participate in rallies carrying slogans and placards that promote national service and public responsibility. Competitions on topics related to the Constitution and India's freedom movement are also held, fostering awareness and civic responsibility.

National Science Day & International Women's Day

National Science Day and International Women's Day are observed with seminars, workshops, and discussions. Guest lectures on gender equality and scientific advancements engage students in meaningful dialogue. These events inspire critical thinking, awareness of social issues, and advocacy for equality.

Reading Day/Book Festival

Reading Day fosters a love for literature through seminars, reading competitions, and author interactions. Students are encouraged to explore the joy of reading and the transformative power of books.

Sports Day

Sports Day features various athletic competitions such as Kho-Kho, Kabaddi, cricket, and running. These events promote physical fitness, teamwork, and healthy competition among students.

Sanskar Camps and NSS Activities

Personality development camps and NSS activities, including tree planting and village cleanliness under the Swachh Bharat Abhiyan, foster environmental con…

File Description	Document
Upload 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 1: Development of Girls in Rural and Hilly Areas
1. Title: Development of Girls in Rural and Hilly Areas
2. Objectives:
The development of girls in rural and hilly areas is focused on promoting their overall growth and empowerment by addressing their unique challenges and ensuring equal access to education, healthcare, and socio-economic opportunities. Key objectives include:
•   Enhancing Education Access and Quality: Increase enrollment and retention rates in schools by providing scholarships, transport facilities, hostels, and clean toilets. Awareness programs emphasize the importance of girls' education, challenging traditional gender norms.
•   Improving Health and Nutrition: Malnutrition and anemia are tackled through nutrition programs, menstrual hygiene education, and health awareness campaigns, supported by the provision of health services.
•   Financial Empowerment: Training in professional skills and entrepreneurship enhances employability and self-reliance among girls.
•   Social Empowerment and Rights Awareness: Providing critical information about child marriage, gender-based violence, and discrimination fosters awareness of rights and social equity.
•   Cultural Sensitivity and Awareness: Encouraging participation in sports, arts, and cultural activities helps to build self-confidence and nurture talent.
The goal is to break the cycle of poverty and gender inequality, empowering girls to achieve their full potential and contribute to their communities and beyond.
3. The Context:
Rural and hilly areas often present unique challenges that impede the growth and development of girls. These include geographical isolation, socio-cultural norms, and limited access to basic services. Understanding these challenges is essential for creating impactful programs.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
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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:

Introduction
The Skylark Foundation has pioneered a transformative initiative through its Competitive Exam

Guidance Camp program, catering to boys and girls across Arts, Science, and Commerce streams. This program aligns with the organization's mission to promote education for economically and socially disadvantaged communities, with a distinct emphasis on women empowerment. In rural and economically weaker sections of society, women face significant barriers to accessing quality education and vocational training. Recognizing this challenge, Skylark Foundation's college took a decisive step to bridge this gap by introducing the Residential Competitive Exam Guidance Camp for Girls.

This initiative serves as a unique platform designed to prepare women for competitive and specialized examinations such as the Maharashtra Public Service Commission (MPSC) exam. As the first program of its kind, it offers comprehensive training that not only enhances academic preparation but also focuses on personal development, leadership, and physical fitness. Situated in Pune, where high-quality coaching often remains unaffordable for economically weaker students, this camp has proven to be a game-changer. By providing access to expert guidance, including lectures by seasoned professionals, IAS officers, and government officials, the camp has significantly elevated the profile of Skylark Foundation.

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

5. CONCLUSION

Additional Information :

College is persuing permement affliation to Savitribai Pune University

Trying to get maximum funds and financial aid for workshop, seminars and FDPs

Establishment of rich language lab is our imitiate goal

Concluding Remarks :

Management of the college, principal and all the employees are making efforts for a systematic development of the surrounding community. College is having historically rich surrounding where a historical hero Chhatrapati Shivaji Maharaj started his movement to develope a patriotism in our society. Several forts and historical places are closer to college. College is taking benefitof it and developing patriotism in students.

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