



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**PRAVARA RURAL EDUCATION SOCIETY'S
PADMASHRI VIKHE PATIL COLLEGE ARTS, SCIENCE
AND COMMERCE**

A/P-LONI KD, TAL-RAHATA, DIST-AHMEDNAGAR
413713

www.pravarapvpcollege.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

It is pertinent to mention that lack of graduates in rural areas caused great damage to the educational enthusiasm and aspiration in the early stage. By realizing the growing importance and role of higher education in all sectors of life, the college was established in 1971 under the able leadership of the great visionary, **Padmashri Dr. Vitthalrao Vikhe Patil**. This step proved to be a golden opportunity, especially for girls, who were kept in the darkness of ignorance for ages. Due to the teamwork of teachers for motivating the parents through interactive programmes, special coaching, personal attention given in this college created faith, confidence, a sense of belonging and attachment among the students and parents. Residential facilities with greater security exclusively for girls supplemented with scholarships measurably promoted education of rural girls. Only because of the 'Earn & Learn Scheme' of this college, the students could find a way out of this hitherto vicious circle.

All these efforts created a deep impact on the image of the college as a Development Centre, which vertically and horizontally caused an increase in every student's strength. Students, especially from poor families, preferred this college and were proud of being its alumni.

Various activities for academic excellence of our students changed the educational environment to a higher degree of congeniality. We hope that the progressive endeavors and activities of our college will help to reduce the percentage of dependents on agriculture with better alternative **vocational avenues benefiting society and the nation at large**.

Vision

VISION

"Providing Quality Education in Emerging Fields to Produce Knowledgeable and Cultured Human Resource, Contributing to the Process of National Development".

Mission

MISSION

- Upliftment of rural masses through appropriate education
- To empower the socially, economically and educationally marginalized sections of the rural society of the region

To augment a new generation of students for contributing to the future knowledge economy

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Dr. APJ Abdul Kalam Science and Innovation Activity Centre (Rajiv Gandhi Science and Technology Centre)
- Design Innovation Centre (DIC)
- Rain Water Harvesting and Sewage Water Treatment Plant
- Green Audit and Energy Audit
- Renewable Energy Source-Solar System and Biogas
- Seven Recognized Research Centers (PhD awarded students- 42 last five years)
- Research activities (AVISHKAR, IMAGINE, PRECision, SPEED etc.) for students to inculcate research culture
- Publication of research papers in UGC approved, peer reviewed and indexed research journals having good impact factor.
- Earn and Learn Scheme for poor and needy students.
- National / University level awards and research awards to faculty and students.
- Organization of international, national, state level seminars, conferences, workshops and refresher course.
- Participation of faculty in national and international seminars, conferences, workshops and symposiums
- Active Placement Centre which arranges campus recruitment programmes round the year.
- Spacious infrastructure and sports facilities.
- Pravara Social Study Circle and Maharashtra Pani Parishad

Institutional Weakness

- Funds for research purposes
- Research projects funded by NGO's

Institutional Opportunity

- New value-added courses
- NGO sponsored research projects
- Collaborative research activities
- Output of competitive examination training centre
- Student participation in sports at national and international levels
- Exchange programme

Institutional Challenge

- Dependence on other resources for college activities and development
- Excess use of social media by the students
- Increasing number of admissions to open universities /External mode of education through different courses

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Padmashri Vikhe Patil College of Arts, Science and Commerce, Pravaranagar was established in June 1971. The college is permanently affiliated to the Savitribai Phule Pune University, Pune and is approved u/s 2(f) and 12(b) of the UGC act 1956.

The college offers co-education in the faculties of Humanities, Science and Commerce at graduate and post graduate level. There are 20 under graduate and 18 post graduate courses along with 07 Research Centers and 11 Career Oriented Certificate Courses. The College has also started Certificate courses in Moral Values under the scheme of Human Right Education (UGC sponsored) and Insurance Sales Advisor and Soft Skill for Base Line Staff under Skill Development Scheme (MSSDS of Maharashtra Government). Under community college scheme of UGC the college has introduced Diploma in Sugar Industry & Processing and Advance Diploma in Dairy Science in 2014. The college has introduced value added courses like Yoga, Value Education, Guidance for Competitive Exam and Personality Development for developing life skills among the students.

It is the only institute which offers restructuring pattern for UG under affiliating University, which was started in 1983 to encourage the project based/experiential multidisciplinary studies.

The college has mechanism for collection and analysis of feedback from the stakeholders. The feedback form and analyzed reports are available on the college website.

Sixty staff members have actively participated in the various statutory bodies of Universities, Autonomous and other colleges during last five years which indirectly helps to improve the academic performance of the institute.

Teaching-learning and Evaluation

The institution consistently takes efforts to impart and sustain quality education to achieve academic excellence. Information about admission process and courses offered is communicated to the students on the college website and notice board. The admission process is transparent.

Institute has Bridge, Remedial and Add-On courses for slow and advanced learners. The average student-teacher ratio is 407:21 which facilitates the student centric teaching-learning process. The differently-abled students are given priority in admission and all the required facilities along with institutional level scholarships are made available for them.

The educational tours, field and industrial visits along with project and practical based programmes are regularly practiced. Apart from regular classroom learning, students are encouraged to learn independently in computer literacy laboratory, language laboratory, soft skill development center and moot court. ICT enabled classrooms, well-equipped laboratories, automated central library and various skill oriented training programmes help to carry out the teaching and learning process effectively. The practice of mentoring the students has strengthened the student-teacher relationship.

The institute has 147 faculty members of which 36 Ph.D and 12 M.Phil degree holders as their higher qualification and having around nine years average teaching experience. The excellence of faculty reflects through their various awards and recognitions. To enrich subject knowledge, teachers are motivated to participate in various academic programmes and research activities.

The continuous assessment of the learning capabilities is carried through tests, tutorials, seminars, group discussions, practicals, project work etc. The holistic development of students reflects in the results and placements

Research, Innovations and Extension

The institute has been promoting research culture among the students and faculty. In all 36 research projects with the grants of Rs. 82,31,300 are received during the last five years. At present 19 teachers are recognized research guides. Dr. A. P. J. Abdul Kalam Science and Innovation Activity Centre, Loni and Design Innovation Centre (DIC) and its activities impart innovative culture.

Awareness on Intellectual Property Rights is made through 4 Workshops/ seminars. The institution has code of ethics displayed on its website to check malpractices and plagiarism in research.

The institution has provided incentives to 28 faculties for receiving recognitions/ awards. Under the guidance of 26 Research guides (19 from our institute and 7 visiting) 42 candidates have completed Ph.D. degrees. The faculty has published 394 research papers in reputed journals, 56 chapters in edited volumes/ books and 150 papers in national/ international proceedings.

Sensitization and holistic development of the students is achieved through various neighborhood community oriented activities and various public awareness programmes.

Institute, teachers and students have received 16 awards and recognitions from government/recognized bodies for extension activities. There are 29 extension and outreach programmes conducted in collaboration with industry, community and NGO's. Annually 51% students participate in extension activities such as Swachh Bharat, AIDs awareness, Gender issue etc.

College has developed 34 linkages for faculty exchange, student exchange etc. and 11 functional MoUs with Institutions of national, international importance, other universities, industries etc. during the last five years.

Infrastructure and Learning Resources

Spacious and adequate infrastructure facilities are available in 52 acres green and serene campus which includes the main building, science building, postgraduate and biotechnology buildings, central library, 5 hostels, multipurpose hall, gymnasium hall and international standard swimming pool. 13 class rooms and 5 seminar halls are ICT enabled. Average budgetary provision of Rs. 103.74 lakhs is made during the last five years for infrastructure augmentation.

Central library automated with KOHA integrated library management system and RFID technology. Separate digital library, web OPAC facility, repository of question paper, e-resource portal, open access and remote e-resource facilities are made available. Central library is enriched with 93497 books, 80 journals, 16 magazines and member of NLIST and DELNET for access of e-resources. Average annual expenditure of Rs. 8.58 lakhs is made for purchase of books, journals and e-journals.

The college campus is equipped with Wi-Fi facility. The student – computer ratio is 06:01 with 481 computers among all the departments having 50 MBPS bandwidth internet connectivity.

A separate civil department with civil engineer and supervisor has been established for the maintenance and utilization of physical facilities. The civil department is assisted by 20 supporting staff. Four electricians work round the clock for the maintenance and to ensure uninterrupted power supply. The 20 security persons supervised by security head monitor the security. The sanitization and cleanliness is carried out by sanitary department. It has a Sanitary Inspector assisted by 15 staff.

Student Support and Progression

Institute takes all the necessary initiatives for holistic development of the students. Government, university and institutional scholarships are made available along with educational loan facility. During last five years around 65 % students are benefited by government and 9 % by non-government schemes respectively. The institute has the "Earn and Learn Scheme" for economically poor and needy students.

NCC and NSS are the activities through which the institute inculcates patriotism and dignity of social work and ethics among the students. Guidance for competitive examination, NET/SET examination, career counselling, soft skill development, remedial coaching, language lab, bridge coaching, personal counselling and vocational education and training have benefited nearly 40 % students in their educational progression.

The students are benefited by the campus recruitment programmes arranged by placement and training cell. The placement of the college students through the campus drives shows gradual increase in the last five years i.e from 156 to 437.

Student progression to higher education is about 39 % and 8% qualified the state/national/international level examinations.

Students have represented the institute at district, state and national level competitions and various awards / medals have been achieved by the students. Decentralization has been carried out by the institute through the active participation of the stakeholders.

The registered alumni association is always eager to help the institute. Ten alumni meets have been organized during the last five years, the outcomes through feedback, suggestions and donations have made noteworthy contributions.

Governance, Leadership and Management

The vision and mission statements of the institute focus on the development and up-liftment of the weaker and marginalized rural masses. The fulfillment of vision of the institution is reflected in the various achievements and awards received by the institution.

There is a regular interaction between management, principal and staff for maintaining the overall ambience of the institution. The college has a well-defined organizational structure to systematize and monitor the academic and administrative activities.

The college has a staff co-operative credit society which provides loans for various purposes to the members of the society under usual conditions. Various staff welfare measures such as staff quarter, staff wards felicitation, group insurance policy, lecture series etc. are in practice. Institute organizes as well as motivates

faculty to participate in FDP, orientation, refresher courses, workshops, training etc.

Along with annual budget preparation institute implements the policies and plans as per the norms and guidelines laid by the Government. The internal and external audits are carried out regularly. The Internal Quality Assurance Cell of the institute plays an important role in the development of the quality standards. The planning and deployment strategies under taken by the IQAC helps the institution to achieve various prestigious awards and recognitions to fulfill the quest for excellence. It includes expertise from various fields which helps to enhance and maintain the quality. The academic, administrative and supportive bodies constituted in the college also contribute in achieving the academic and administrative targets.

Institutional Values and Best Practices

Institute has been taking efforts for gender sensitization among the students by various initiatives. Counseling and common room facilities are provided for safety and security of girl students. Use of renewable energy resources coupled with LED and awareness activities on the campus has minimized the power requirement of the institution.

Green and clean eco-friendly campus adds decorum in the academic scenario. Average budgetary provision of Rs. 2.20 lakhs is made for green initiatives and waste management in the last five years. There are well-established and customized rain water harvesting system, sewage treatment plant, vermi-composting unit and the bio-gas plant in the institution.

Facilities like ramps, Braille literature, washrooms, wheel chairs, special scholarship etc. are provided to differently-abled students. Various initiatives like soil and water testing, tree plantation, water conservation etc. are executed as a part of social commitment.

Code of conduct for students, teachers, principal, officials and supportive staff is in practice. Core values of the institution help in the quality enhancement at its best.

Inculcation of fundamental duties, citizen rights and consciousness of national identities is carried through organization of various programmes. Stakeholders of the institute participate in organization and celebration of national festivals and birth/death anniversaries of great personalities.

'Earn and Learn Scheme' and a weeklong Padmashri Dr. Vitthalrao Vikhe Patil Memorial Lecture Series are the best practices of the institution while the placement cell is its distinctive activity. The institution maintains transparency in financial, academic, administrative and its auxiliary functions.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | PRAVARA RURAL EDUCATION SOCIETY'S PADMASHRI VIKHE PATIL COLLEGE ARTS, SCIENCE AND COMMERCE |
| Address | A/p-Loni Kd, Tal-Rahata, Dist-Ahmednagar |
| City | Loni Kd |
| State | Maharashtra |
| Pin | 413713 |
| Website | www.pravarapvpcollege.org.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------------------|----------------------------|------------|------------------|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Dighe Pradeep Machindra | 02422-273425 | 9423787415 | 02422-27342 6 | pvpcollege@gmail. com |
| Associate Professor | Thorat Dattatray Gangadhar | - | 9860668708 | - | dgthorat@gmail.co m |

| Status of the Institution | |
|---------------------------|---------------------------------|
| Institution Status | Grant-in-aid and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

Establishment Details

| | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-06-1971 |
|--------------------------------------|------------|

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|-------------|----------------------------------|-------------------------------|
| Maharashtra | Savitribai Phule Pune University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 26-05-1976 | View Document |
| 12B of UGC | 15-09-2008 | View Document |

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day, Month and year (dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|----------------------------------|--------------------|---------|
| No contents | | | | |

Details of autonomy

| | |
|--|---|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | Yes autonomydoc_1535693511.pdf |
| If yes, has the College applied for availing the autonomous status? | No |

| Recognitions | |
|---|--|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | Yes |
| If yes, date of recognition? | 09-01-2008 |
| Is the College recognized for its performance by any other governmental agency? | Yes |
| If yes, name of the agency | Department of Biotechnology Ministry of Science and Technology |
| Date of recognition | 20-09-2010 |

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | A/p-Loni Kd, Tal-Rahata, Dist-Ahmednagar | Rural | 51.36 | 50354.45 |

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,Marathi | 36 | HSC | Marathi | 30 | 8 |
| UG | BA,Hindi | 36 | HSC | Hindi | 30 | 10 |
| UG | BA,English | 36 | HSC | English | 30 | 10 |
| UG | BA,Geography | 36 | HSC | Marathi | 40 | 23 |
| UG | BA,Economics | 36 | HSC | Marathi | 50 | 25 |
| UG | BA,History | 36 | HSC | Marathi | 30 | 14 |
| UG | BA,Political Science | 36 | HSC | Marathi | 30 | 13 |
| UG | BLibISc,Libr | 12 | Any | English + | 30 | 22 |

| | ary And Information Science | | Graduate | Marathi | | |
|----|-----------------------------------|----|----------|----------------------|-----|----|
| UG | BSc,Physics | 36 | HSC | English | 50 | 48 |
| UG | BSc,Chemistry | 36 | HSC | English | 100 | 97 |
| UG | BSc,Botany | 36 | HSC | English | 35 | 32 |
| UG | BSc,Zoology | 36 | HSC | English | 30 | 28 |
| UG | BSc,Mathematics | 36 | HSC | English | 35 | 35 |
| UG | BSc,Electronics | 36 | HSC | English | 15 | 11 |
| UG | BSc,Microbiology | 36 | HSC | English | 20 | 16 |
| UG | BSc,Computer Science | 36 | HSC | English | 160 | 99 |
| UG | BSc,Biotechnology | 36 | HSC | English | 45 | 12 |
| UG | BCom,Commerce | 36 | HSC | English + Marathi | 40 | 20 |
| UG | BCom,Commerce | 36 | HSC | English + Marathi | 40 | 40 |
| UG | BCom,Commerce | 36 | HSC | English + Marathi | 40 | 25 |
| PG | MA,Marathi | 24 | BA | Marathi | 60 | 7 |
| PG | MA,Hindi | 24 | BA | Hindi | 60 | 10 |
| PG | MA,English | 24 | BA | English | 60 | 14 |
| PG | MA,Geography | 24 | BA | English | 24 | 10 |
| PG | MA,Economics | 24 | BA | Marathi | 60 | 17 |
| PG | MA,History | 24 | BA | Marathi | 60 | 11 |
| PG | MSc,Physics | 24 | B.Sc | English | 24 | 24 |
| PG | MSc,Chemistry | 24 | B.Sc | English | 24 | 23 |

Self Study Report of PRAVARA RURAL EDUCATION SOCIETY'S PADMASHRI VIKHE PATIL COLLEGE ARTS,
SCIENCE AND COMMERCE

| | | | | | | |
|-----------------|-------------------------------------|----|----------------------|-------------------|----|----|
| PG | MSc,Chemistry | 24 | B.Sc | English | 48 | 47 |
| PG | MSc,Chemistry | 24 | B.Sc | English | 48 | 47 |
| PG | MSc,Botany | 24 | B.Sc | English | 24 | 19 |
| PG | MSc,Zoology | 24 | B.Sc | English | 24 | 22 |
| PG | MSc,Mathematics | 24 | B.Sc | English | 30 | 29 |
| PG | MSc,Computer Science | 24 | B.Sc | English | 60 | 37 |
| PG | MSc,Biotechnology | 24 | B.Sc | English | 24 | 8 |
| PG | MCom,Commerce | 24 | BCom | Marathi | 45 | 42 |
| PG | MCom,Commerce | 24 | BCom | English | 15 | 12 |
| PG | MSc,Environmental Science | 24 | Any Science Graduate | English | 24 | 12 |
| Doctoral (Ph.D) | PhD or DPhil, Economics | 36 | MA | English + Marathi | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Physics | 36 | M.Sc | English | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Chemistry | 36 | M.Sc | English | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Botany | 36 | M.Sc | English | 10 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Zoology | 36 | M.Sc | English | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Commerce | 36 | MCom | English + Marathi | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Environmental Science | 36 | Any Science PG | English | 8 | 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 | 1 | | | | 10 | | | | 62 | | | |
| Recruited | 1 | 0 | 0 | 1 | 10 | 0 | 0 | 10 | 41 | 3 | 0 | 44 |
| Yet to Recruit | 0 | | | | 0 | | | | 18 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 92 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 48 | 0 | 92 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 101 |
| Recruited | 53 | 3 | 0 | 56 |
| Yet to Recruit | | | | 45 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 182 |
| Recruited | 132 | 50 | 0 | 182 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 8 |
| Recruited | 6 | 2 | 0 | 8 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 7 | 0 | 0 | 19 | 2 | 0 | 29 |
| M.Phil. | 0 | 0 | 0 | 2 | 0 | 0 | 5 | 0 | 0 | 7 |
| PG | 0 | 0 | 0 | 1 | 0 | 0 | 17 | 1 | 0 | 19 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 5 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 40 | 0 | 80 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 |

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 25 | 4 | 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 |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 929 | 3 | 0 | 0 | 932 |
| | Female | 1100 | 1 | 0 | 0 | 1101 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 353 | 1 | 0 | 0 | 354 |
| | Female | 462 | 0 | 0 | 0 | 462 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 146 | 166 | 87 | 152 |
| | Female | 125 | 113 | 65 | 123 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 55 | 46 | 22 | 55 |
| | Female | 21 | 17 | 11 | 15 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 311 | 315 | 218 | 326 |
| | Female | 429 | 390 | 248 | 347 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 608 | 581 | 412 | 722 |
| | Female | 831 | 860 | 588 | 854 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 189 | 205 | 626 | 191 |
| | Female | 134 | 120 | 531 | 98 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2849 | 2813 | 2808 | 2883 |

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 443

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 61 | 59 | 58 | 58 | 53 |

3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2849 | 2813 | 2808 | 2883 | 2807 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2078 | 2070 | 2077 | 2040 | 2018 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

Number of outgoing / final year students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 656 | 672 | 643 | 687 | 529 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

3.3 Teachers

Number of full time teachers year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 147 | 134 | 123 | 117 | 108 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

Number of sanctioned posts year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 165 | 150 | 144 | 131 | 120 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.4 Institution

Total number of classrooms and seminar halls

Response: 40

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 333.53 | 330.08 | 550.65 | 453.52 | 415.62 |

Number of computers

Response: 481

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

- The institution ensures effective curriculum delivery through proper planning of academic activities for the year. The IQAC prepares an academic calendar in the beginning of the academic year with reference to the Savitribai Phule Pune University, Pune.
- Each department formulates its activities based on the college academic calendar. All curricular activities such as internal assessments, assignments, seminars, tutorial work, open book test, group discussion, field/ industrial visit, project work etc. are conducted accordingly.
- A teaching plan/ teacher's diary is maintained by individual teacher to ensure time-bound completion of the curriculum.
- A semester-wise academic course plan is chalked out by individual teacher for the smooth progress of teaching-learning process and a copy of it is handed over to the Head of the department.
- The curriculum includes teaching hours for each course. Head of the department distribute the curricula in the departmental meeting for preparation of individual time table to ensure the total coverage and effective curriculum delivery.
- For the fulfillment of the excess workload, requirements of staff recruitment are given to the administration to avoid the disturbance in teaching schedule.
- Teacher's Diary is maintained by the teacher, is a record of individual time-table, details regarding leave record, syllabus annual planning, monthly report, weekly teaching record, record of compensation work, record of administrative/co-curricular/ extra-curricular work, etc.
- A mechanism has been set to record lectures and practicals and a daily report is submitted to the Principal.
- Head of the department coordinates review meeting accordingly, extra classes are conducted to compensate loss if any in teaching hours.
- Feedback mechanism assists improvisation in curriculum delivery.
- A course planning for bridge courses, remedial/ advanced coaching, add-on, value added courses are prepared by the department well in advance.
- Faculty participates in syllabus framing workshops and meetings of board of studies conducted by the university from time to time.
- The management of the college is always eager to provide financial and infrastructural support for effective implementation of syllabus.
- The college organizes workshop, orientation, refresher course and FDP for the faculty members based on advancement in teaching methodologies.
- To keep abreast with the recent trends in their respective subjects, teachers are encouraged to attend refresher, orientation, seminars, workshops, conferences and faculty development programs.
- The college authority monitors teacher's performance through appraisal and the feedback given by the stakeholders. Corrective measures are adopted for ensuring the translation of the curriculum and improvement in teaching practices.
- Suggestions for designing the curriculum are invited from stakeholders which are then

communicated by the college to the board of studies for consideration.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 5

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02 | 01 | 00 | 02 | 00 |

| File Description | Document |
|---|-------------------------------|
| Details of the certificate/Diploma programs | View Document |
| Any additional information | View Document |

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 6.36

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 4 | 1 |

| File Description | Document |
|--|-------------------------------|
| Details of participation of teachers in various bodies | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs

offered during last five years

Response: 8.2

1.2.1.1 How many new courses are introduced within the last five years

Response: 5

| File Description | Document |
|---------------------------------------|-------------------------------|
| Details of the new courses introduced | View Document |
| Any additional information | View Document |

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 29.51

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 18

| File Description | Document |
|--|-------------------------------|
| Name of the programs in which CBCS is implemented | View Document |
| Minutes of relevant Academic Council/BOS meetings. | View Document |

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 20.22

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 702 | 672 | 563 | 520 | 406 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

- College provides co-education, the number of girls' and boys' student admitted in the college is almost equal. Both girls and boys are given equal opportunities to participate in different academic activities.
- For main streaming cross cutting issues, the core courses have been adopted in such a way that, they have positive effects on gender, environment and sustainability, human values and professional ethics.
- The Women Empowerment Cell functioning in the college creates awareness amongst the girls students to opt for such courses that will develop skills as well as economic independence.
- Under restructuring pattern, Personality Development Course ('E' Component) NCC is available. Ours is the only college providing separate NCC girls unit (7 Girls Mah Bn NCC, Aurangabad) in Ahmednagar district. In addition to a boys NCC unit (57 Mah Bn NCC Ahmednagar).
- The eco-friendly activities carried out in the college campus, which is a suitable platform for learning and understanding issues such as rain water harvesting, sewage treatment, diverse flora, vermi-compost, cleanliness, tapping solar energy and pollution control.
- College offers master degree in the subject of Environmental Science and the department is also recognized as a research centre by the affiliating university. Department has taken many initiatives which have positive effect in cross cutting issues of environment and sustainability.
- Environmental Awareness is a mandatory course for the second year degree students. Its curriculum includes global warming and its consequences, ecological studies and strategies for environmental protection and conservation of biodiversity.
- To inculcate human ethics among the students, department of Geography has introduced UGC sponsored "Certificate Course in Moral Values" under the scheme of Human Rights Education. The Moot Court facility is also provided to the students to enhance their advocacy skills.
- Foundation course is mandatory for the students opting restructuring pattern at the first year of B.A. and B.Sc degree in which issues such as Gender, Human Rights and Morals have been incorporated. The curricula is designed by the college and approved by the university.
- To acquire ethical values with respect to business practices, a special course entitled "Business Ethics and Professional Values" is offered by the Post Graduate Department of Commerce. Its curriculum includes business profession and values, ethics and values, socio ethics factors, gender discrimination, Gandhian approach in management and trusteeship, principle of trusteeship in modern business, Gandhi's Doctrine- *Satya and Ahinsa*. It also emulates professional ethics like corporate governance, corporate social responsibility and corporate citizenship.
- Human Rights education is mandatory to the students pursuing master degree. It creates awareness among the students about their inalienable fundamental rights.

- To develop the practical approach and gaining real life experience special days such as International Women's Day, Human Rights Day, World Forest Day, World Water Day, World Environment Day, AIDS Awareness Day, etc. are celebrated by conducting seminars, debates, poster exhibitions, rallies, street plays etc.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any Additional Information | View Document |
| Link for Additional Information | View Document |

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 4

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 4

| File Description | Document |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | View Document |
| Brochure or any other document relating to value added courses. | View Document |

1.3.3 Percentage of students undertaking field projects / internships

Response: 10.99

1.3.3.1 Number of students undertaking field projects or internships

Response: 313

| File Description | Document |
|---|-------------------------------|
| List of students enrolled | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and

5)Parents for design and review of syllabus-Semester wise/ year-wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

| File Description | Document |
|---|-------------------------------|
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.06

2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 1 | 0 | 2 | 1 |

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 71.6

2.1.2.1 Number of students admitted year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2849 | 2813 | 2808 | 2883 | 2807 |

2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3997 | 3981 | 3995 | 3924 | 3881 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 69.46

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1410 | 1372 | 1808 | 1307 | 1252 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

- The students admitted in the college are from diverse backgrounds and their competence-level also varies. Language proficiency, competence, familiarity with techniques and technology, subject knowledge and the extent of motivation are a few of the determining factors revealing advanced and slow learners. The slow and advanced learners are identified on the basis of marks obtained in the previous examinations as well as by interactions and their performance in various tests, tutorials, examinations, promptness in class etc.
- To instill further skills, advanced learners are facilitated by Add-on courses conducted by the departments of Biotechnology, Microbiology and Computer science. To gain substantial experience, faculty encourages students to participate in various programmes such as seminars, workshops, training programmes, research project competitions organized by the College or by other institutions. Advanced learners are also encouraged to access additional study materials from e-resources apart from the books available in central as well as departmental libraries. Students are inspired to organize and participate in curricular, co-curricular and extra-curricular activities.
- Based on students performance in various academic activities, the awards of excellence are given as follows which motivates and inspire the students.
- **Some of the prizes instituted for advanced learners are as follows:**
 - Hon'ble Padmabhushan Shri. Balasaheb Vikhe Patil prize for the best project work in every subject
 - Dr. Mohanrao Hapse award to the 'Best Student'
 - Filmstar Shekhar Suman award for poor and promising students
 - Late Prof. M.C. Kanawade award for the topper in Geography
 - Late Prof. Indumati Todmal prize for toppers in Economics and Agricultural Economics

- Shri B. B. Kharde award for extraordinary achievement in Basketball
- Late Sanjay Gavhane award for Best Player of the year
- Career Oriented Courses offered by the college constituted slow and advanced learners as advanced learners are self motivated also motivate the other members which results in better performance.
- Special care is taken to bridge the gap between the required knowledge for the curriculum and competency of the new entrants through personal interaction, remedial and bridge courses.
- To bring slow learners in main stream, they are given remedial coaching and subject-related guidance. These students are provided with class notes, texts and reference books for additional reading. For clearing the concepts they are assisted with video clips, PPTs and e-books. In some cases bi-lingual teaching is also made available for the ease. Slow learners are regularly counseled by the teachers. They are also encouraged to interact with their classmates.
- These students are monitored and mentored in the course of the continuous evaluation system through tests, presentations, group discussion and assignments. While mentoring, there is no discrimination in slow and advanced learners. So it enhances mentor mediated interactions. Ultimately, students receive personal attention and guidance.
- Special efforts are made through departmental library to inculcate the reading culture among the slow learners. Also various reference books related to the subjects are made available.
- Computer literacy programme is introduced to entry level students of degree course in Arts and Commerce disciplines to improve their competency.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.2.2 Student - Full time teacher ratio

Response: 19.38

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.28

2.2.3.1 Number of differently abled students on rolls

Response: 8

| File Description | Document |
|---|-------------------------------|
| List of students(differently abled) | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Response:

Experiential learning

- The practicals are carried out by the students in the science and some social sciences departments.
- Ours is the only institute under S. P. Pune University which offers Restructuring Pattern to enhance the experiential and participative learning level of the students as compared with conventional programme.
- Arts and Science faculty students enrolled for restructuring pattern have to undertake project work at final year of the degree, which helps experiential and participative learning.
- The Vocational courses such as Functional English, Seed Technology and Computer applications promote vocational training to the students.
- Career Oriented Courses help to develop practical skills among the students.
- To provide employable and certifiable skill based education to the student currently pursuing higher education, the college offers Diploma in Sugar Industry and Processing, Advance Diploma in Dairy Science through Community College Scheme.
- The college has taken initiative to set up 'Moot Court' for delivering advocacy skills.
- The institute focuses on the experiential and participative learning skills through Industrial training, Field visits, Study tours and project work.
- The study tours are organized by various departments in which students learn through observations.
- To gain the knowledge regarding the corporate world, Department of Commerce organizes visits to Banks, Credit Societies and Cooperative organizations.

Participative learning

- To experience participative learning, group discussion, projects, poster presentations, quiz competitions, seminars, debate competitions, exhibitions, article writing, survey and industrial training are practiced along with the regular teaching.
- Under the CBCS, continuous evaluation of the PG students has to be practiced through assignments, seminar presentations, test tutorials, review writing, open book test etc. in which active participation of students is required. It provides opportunities to the students in organization and participation in various academic programmes which build-up the self confidence.
- To inculcate moral and social values among the students, the various activities are conducted through the NCC Unit of the college.
- To create awareness of social responsibility among the students, various programmes such as cleanliness campaign, road safety awareness campaign, voters awareness campaign, AIDs awareness programme, blood donation and health check-up camps, pulse polio immunization programs and tree plantation are organized through national service scheme (NSS).
- Renowned personalities from corporate and academic sectors are invited to share their experiences with the students so that they are able to cope with the global competition.

Problem solving methodologies

- The college has taken the initiative for the regular participation of the students in research project

competition. Inter-collegiate research/poster presentation and science exhibition are the essential components of the problem solving method.

- In this method students are promoted for identification and selection of the problems (scientific, social and environmental) to plan hypothesis, monitoring of experimental protocol and to approach towards expected conclusion.
- The students from environmental science, commerce and computer science carry out project work/ industrial training.
- Problem solving sessions are regularly arranged, irrespective of the regular classes.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 147

| File Description | Document |
|--|-------------------------------|
| List of teachers (using ICT for teaching) | View Document |
| Provide link for webpage describing the " LMS/ Academic management system" | View Document |

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 19.38

2.3.3.1 Number of mentors

Response: 147

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3.4 Innovation and creativity in teaching-learning

Response:

- The creativity and innovation are the core components of teaching and learning for all disciplines. Along with traditional teaching and learning process, college has taken an initiative to develop

realistic, applicable and constructive techniques.

- As the curiosity leads to creativity and innovation among learners, classrooms are up-graded into ICT enabled, where classes are conducted as per the subjects chosen by the students.
- Most of the departments are facilitated with LCD projector to strengthen teaching and learning practices.
- The teachers use LCD projectors for elucidation of the various concepts incorporated in the curricula.
- The power point presentations (PPTs) prepared by the teachers help to increase the concentration of students in understanding some complicated concepts and phenomena. In addition, teachers also use freely available PPTs and video clips of renowned expertise in the respective subjects.
- The clippings offer stimulus and reduce the monotony of teacher talk. Simultaneous explanations of teacher when students observe video clips motivate them. The audio-visual experience enhances the retention of subject taught.
- The institute has rich central library in which open access is provided to all students. The facility of e-books and journals enhances the learning ability of the students. At the beginning of the academic year, librarian delivers a power point presentation regarding the use of e-resources to students. Teachers have access to the INFLIBNET.
- 'Braille' literature in central library helps to improve the learning level of blind students.
- All departments have their own departmental libraries including subject-related text books, references, magazines etc.
- Majority of departments have been constantly employing the profound ways or approaches of teaching to exploit the efficiency of the learners admitted particularly to the restructuring courses.
- Project based learning is in practice to inculcate the research attitude among the students.
- An innovative projects and models are demonstrated by the students in various research competitions and exhibitions.
- Post graduate students of computer science are given exposure to software industries regarding their projects, while environmental science students take in-plant training in industry.
- In order to popularize future energy sources, department of physics has been effectively engaged in conduction of projects on renewable energy utilizing devices.
- Language laboratory is setup by the department of English to improve interpersonal communication of the students. It is useful to express them properly, develop pronunciation, improve independent learning skills, leadership skills and understand the particular topic intensively by developing practice skills.
- 'Moot Court' has been established by the institution to help the students in learning advocacy skills.
- The innovation and creativity in teaching learning has resulted in appreciable attendance and better involvement of students in learning.
- Experts in various fields are invited for seminars, workshops and to deliver lectures, where students and staff acquire recent knowledge.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 88.63

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| Any additional information | View Document |

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 27.97

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 36 | 35 | 32 | 35 | 36 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | View Document |
| Any additional information | View Document |

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.93

2.4.3.1 Total experience of full-time teachers

Response: 1312.58

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 15.1

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6 | 6 | 2 | 1 | 4 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters (scanned or soft copy) | View Document |

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 1.56

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 3 | 2 | 2 |

| File Description | Document |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

- The faculty strictly follows the Continuous Internal Evaluation (CIE) system framed by the institution based on the guidelines of the affiliating university.
- The faculty of the institution explains the Continuous Internal Evaluation (CIE) mechanism to the students at the commencement of the academic year.
- The mechanism involves nature of question paper, various types of evaluation methods, marking scheme and practical examination patterns.
- The students are continuously evaluated by the teachers through written tests, home assignments,

presentations in the class, seminars, oral examination, open book tests and mini research projects etc. This enables the teacher to evaluate student's understanding and overall performance to enhance the teaching-learning process.

- The time table of internal examinations is prepared by the College Examination Committee in consultation with head of the respective departments and displayed well in advance on the student and Staff notice boards.
- The students fill up their online examination forms and submit it to the university through college within the stipulated period.
- In the previous system, post graduate students were evaluated on the basis of marks obtained by them in the examination. However, major reforms are introduced through Semester Based Credit System by the affiliating university which focuses on overall performance of the students.
- The continuous internal evaluation for 50% marks of the PG students is conducted by the institution, while remaining 50% are through the external examination by the affiliating university.
- The internal marks obtained by the students are forwarded to the affiliating university, which are converted into the grades.
- The semester system has been implemented to all PG courses and UG courses of science discipline except first year degree level.
- For all the first year degree classes at UG level, the evaluation is carried out at the college level, however the question papers are provided by the affiliating university.
- Internal and external marks of the elective and practical courses are uploaded online by the examination department.
- In addition to the university policies, the institute has initiated its own reforms in the examination system by constituting the internal squad.
- The conduction of surprise tests, open book tests, study tour reports, field and industrial visits, seminar, group discussions, tutorials and home assignments etc. are the other evaluation reforms.
- The photocopies of answer sheets are provided to the candidates on their demands.
- The revaluation of the answer sheets is carried out by other faculty of respective subject.
- The College Examination Officer (CEO) is appointed by the Principal for the smooth conduction of the examination for a period of three years as per the university guidelines.
- The college examination committee effectively deploys and monitors continuous evaluation process throughout the academic year.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

- The CEO and the examination committee of the college ensures the smooth and transparent conduct of all the examinations.
- The internal theory and practical examinations are planned and conducted as per the academic calendar and the guidelines laid by affiliating university.

- The detailed schedule of the examination is communicated to the students well in advance.
- The password protected question papers for all the university examinations are provided online by the affiliating university to the institution, just before the commencement of the respective examination to ensure confidentiality and avoid malpractices.
- Prevention of malpractices in examination halls is also ensured by the vigilance of internal squad and surveillance of CCTV system.
- The heads of department look after effective monitoring and timely implementation of the internal examination and procedure of evaluation.
- Question paper setting and evaluation of some courses are carried out by the respective departments as per the university guidelines.
- Along with test and tutorial in each term/ semester there are other ways of assessment such as home assignment, oral, group discussion, deciphering question bank, presentations, brain storming sessions, preparation of tour reports etc. for UG students.
- The weightage of 20% marks is given for internal examination at UG level.
- Marks of the internal examination are displayed on the notice board and faculty discusses the assessed answer sheets with the students.
- Respective PG in-charge coordinates and monitors the schedule and assessment of internal examination along with concerned faculty.
- In semester based credit system at PG level, 50% weightage is for internal assessment, for which the students are continuously assessed through various assessment criteria viz. open book test, seminars, group discussion, assignments, research paper review etc. Appropriate weightage is given to all assessment criteria.
- The assessment of cyber security, human rights and skill development courses are scheduled unanimously for all the faculties at PG level. The model answer sheet and scheme of marking is provided to the respective faculty.
- Centralized seating arrangement for examinations is in practice in which examination blocks are daily interchanged.
- The respective subject teacher is not allowed to supervise the examination block of the same subject.
- To avoid delinquency, college has its own 24x7 security, while local police station also provides its service during examinations.
- Use of cell phone is strictly prohibited in the examination premises.
- Academic and Research Coordinator heads the research committee in the college which promotes and monitors all the research related activities.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

- To maximize the transparency in examination system, we have active grievance redressal cell at college level while Unfair Means Committee is working at university level.

- The code of conduct of examination system is available in prospectus and on website. The same is displayed on the notice board.
- Internal assessment test schedules are prepared by the faculty and communicated to the students well in advance.
- All grievances related to the internal assessment are primarily redressed by the respective heads of the departments. In some unsatisfied cases, they are forwarded to the examination committee and to grievance redressal cell (if required).
- In case of any university related grievance, applications in prescribed forms are collected and forwarded to the concerned authorities.
- The grievances of the students related to examinations such as online form submission, queries related to hall ticket viz. correction in name/ subject/ subject code/ programme/ pattern, wrong entry of marks and absentee etc. are addressed at college and university level in time-bound period.
- Students can apply for online photocopy within 10 days after the declaration of the result. College/ university provides photocopy of the assessed answer sheets to students on demand within a period of 30 days from the date of receipt of application.
- If students have any doubts regarding assessment of answer sheets then he/she can demand the photocopy of assessed answer sheet.
- Once the student receives the online photocopy of answer-sheet, the student consults with the respective subject teacher and takes his/ her opinion and then further processes for rechecking and revaluation is carried out within 10 days. The result of revaluation is declared within 45 days.
- The benefit of revaluation is given to a candidate if the original marks and the marks obtained after revaluation exceed by 5% or more of the maximum marks as per university norms.
- Internal assessment of practical work is a continuous evaluation process. Any grievances regarding practical work are immediately resolved by the respective teacher and the head of the department.
- Grievances related to oral, project and practical examination are resolved at the department level.
- The credit based evaluation system at PG level in which 50% internal assessment of the students are consistently assessed through various assessment criteria, viz. open book test, seminars, group discussion, assignments, research paper review etc. The grievances regarding the same are resolved at department level.
- Grievances related to research centres are resolved by the research coordinator and head of the institution.
- Students are free to approach teachers and heads of departments to resolve their queries related to the marks obtained in internal assessment.
- Continuous follow up is taken with the university till the grievance is settled.
- Examination related grievances are received and resolved in a specific time by the concerned authorities.
- The grievance redressal mechanism pertaining to examinations is efficient as all complaints are entertained without exception.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

- IQAC prepares the academic calendar in tune with that of affiliating university before the commencement of academic year. It specifies dates of significant activities to ensure proper teaching-learning process and continuous evaluation.
- It provides the concrete guideline for execution of continuous internal evaluation and reflects various student centric activities, channelizing opportunities to the students for exploring their desired avenues.

Following activities are conducted as per academic calendar:

- In the beginning of the academic year, principal addresses the faculty members and interacts with them about various activities to be conducted.
- HoD prepares the departmental timetable in consultation with faculty members and distributes workload before the commencement of the term/semester so that teachers get adequate time to prepare their teaching plans.
- Overall time table is prepared by the committee and displayed on the notice board and college website.
- In the beginning of the academic year, principal addresses the new UG entrants introducing them various facilities and activities in the college which help to build a good rapport in between students and institution. Principal conducts various committee meetings and inaugurates various associations.
- Interactive sessions, unit tests and orals of new entrants are conducted to identify the advanced and slow learners at the end of the July.
- In the month of August, the welcome speech of the Principal is organized for the PG students.
- Follow ups and suggestions about various academic activities are discussed in Local Management Committee (LMC) meeting. In the same month, various events under the various associations are organized.
- Organization of medical check-up, inter collegiate tournaments, expert lectures, preparations of proposals for seminars, workshops and conferences are carried out in the month of September.
- Commencement of internal and university exams, seminars and group discussions of students are held in the month of October
- Second term begins in the month of November with the meetings of HoD and staff, along with the meetings of various associations and planning of the second term programs.
- In the month of December, Padmashri Vikhe Patil Memorial Week Long Lecture Series is organised. The NSS camp is organised in the adopted village.
- In January, various events like, celebration of Savitribai Phule Birth Anniversary, National Youth Day, Inter faculty sports competition, Republic day are organized along with educational tours, seminars, workshops and unit tests. The annual social gathering and related events are also executed.
- Guest lecture series, science exhibitions, annual sports day and prize distribution, student seminars and group discussions are carried out in February.
- A meeting of examination committee is conducted in the first week of March. The university examination commences for undergraduate courses whereas seminars, group discussions, presentations, tests for PG are arranged.
- In April, preparation of prospectus along with AQAR is initiated.
- Teachers maintain lecture-wise academic delivery in the 'Teachers Diary', which is reviewed by

HoD and Principal.

- Thus above mentioned activities reflect efficient implementation for the Continuous Internal Evaluation (CIE).

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

- The institution follows the curriculum designed by the affiliating university. This curriculum has well defined Programme Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs).
- The COs under the different programmes of Arts faculty basically aims at developing multifaceted personality of the students through language aptitude, humane values and morals to fulfill the needs of society and to be a good citizen.
- The COs of Commerce faculty are to make student competent in banking and finance sector and to develop entrepreneurial attitude to cope with the global challenges.
- COs of Science faculty are to imbibe scientific temper, research attitude and rational thinking among the students to make them competent in basic sciences and upgraded recent technologies.
- COs of Vocational, Career Oriented Courses and courses under Community College Scheme are aimed to develop entrepreneurial skills among the students.
- POs, PSOs and COs for all programs offered by the college are stated and displayed on the college website www.pravarapvpcollege.org.in which is inclusive and regularly updated.
- According to the expectations of the stakeholders, the teachers of the institute are actively involved in syllabus framing workshops, where they contribute in asserting POs, COs and PSOs in curriculum.
- Ours is the only institute which offers the restructuring pattern for UG courses. Respective department prepares syllabi as per the university guidelines.
- At the time of admission, teachers explain POs, COs and PSOs to the students.
- The POs and COs of respective courses is explained to the students by concern teacher at the commencement of theory as well as practical.
- The POs and COs are also reviewed by the stakeholders and suggestions regarding modifications are discussed in IQAC meetings and the same are communicated to the concerned authorities.

| File Description | Document |
|---|-------------------------------|
| COs for all courses (exemplars from Glossary) | View Document |
| Link for Additional Information | View Document |

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

- The college offers Certificate, Diploma, Advance Diploma, Degree and Research education with focus on goals and objectives of our institute to make progression of students to higher education, entrepreneurs and employers through skill development and holistic education.
- Experienced and dedicated faculty, devoted non-teaching staff, holistic educational ambience and dynamic management of our institute are the four pillars for the smooth attainment of programme outcomes.
- Central Library is equipped with variety of texts and reference books, research journals, periodicals, magazines and e-resources. It is enriched by regular addition of books and journals.
- All the departments are ICT enabled and availed with departmental libraries for effective implementation of curriculum.
- The college has well equipped and upgraded laboratories for effective deployment of curriculum.
- Problem solving exercises, industrial visits, case studies, project works, surveys, excursions and on-job training ensure skill development in relevant subject-areas of study.
- The academic progress of the students is regularly monitored by subject teachers, class in-charge as well as respective Heads of Departments for effective programme outcomes.
- Students' feedback on teaching process are collected and evaluated to make teaching-learning more effective which helps in attainment of COs, POs, and PSOs.
- Students are also motivated to actively participate in conferences, seminars, workshops, symposia, exhibitions and research competitions for quality enhancement.
- The effective planning and deployment of curriculum help the students to opt for competitive examinations.
- The placement cell in the college regularly organizes campus interviews of reputed companies/organizations such as Macleods, Lupin, Infosys, Wipro, HDFC, ICICI Bank etc. During the last five years more than 2500 students have been placed through campus interviews, it reflects that COs, POs and PSOs are attained.
- The skill and personality development courses under restructuring pattern make students competent to develop entrepreneurial attitude.
- The knowledge and skills are evaluated as course outcomes through different examinations viz., class tests, open book tests, surprise tests, semester and annual exams, other modes of assessments like home assignments, tutorials and projects.
- The college ensures the outcome of the programs through the analysis of the internal and external examination results and achievements in the placements, sports, cultural and extension activities.
- The NSS and NCC units of the college organize various community-oriented activities. These efforts help to instill socio-ethical values and develop community service attitude among the students.
- The attainment of COs, POs and PSOs are evaluated by the institution on the success rate of the students to higher education, self-entrepreneurship and employability.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.6.3 Average pass percentage of Students

Response: 70.49

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 664

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 942

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.79

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 82.31

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.35 | 2.20 | 20.40 | 10.00 | 49.36 |

| File Description | Document |
|---|-------------------------------|
| List of project and grant details | View Document |
| e-copies of the grant award letters for research projects sponsored by non-government | View Document |

3.1.2 Percentage of teachers recognised as research guides at present

Response: 12.93

3.1.2.1 Number of teachers recognised as research guides

Response: 19

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.29

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 36

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

| Response: 629 | |
|---|-------------------------------|
| File Description | Document |
| Supporting document from Funding Agency | View Document |
| Funding agency website URL | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institute has always been promoting innovative research culture among the students and faculty. Dr. A. P. J. Abdul Kalam Science and Innovation Activity Centre, Loni and Design Innovation Centre (DIC) and their activities imparts innovative ecosystem.

1. Dr. A. P. J. Abdul Kalam Science and Innovation Activity Centre, Loni :

This centre started in collaboration with Government of Maharashtra's Rajiv Gandhi Science & Technology Commission and National Council of Science Museums (NCSM) under the Ministry of Culture, Govt. of India, for advancement, propagation and promotion of applications of Science & Technology for benefit of people. The centre was inaugurated with the auspicious hands of scientist Dr. Anil Kakodkar on 13th December 2016.

The activities undertaken by the centre:

- Learning is interesting activity at the Center which left behind the concepts of 'do not touch exhibits' and ushered into the new era of 'touch and explore' kind of exhibits, explaining the fundamental scientific principles.
- It provides activity based learning environment to inculcate the spirit of inquiry, foster creative talent and create scientific temper.
- It provides facilities such as hands-on training workshops, indoor and outdoor exhibition gallery, activity areas and auditorium for lectures, demos and innovation spaces.
- The appealing features, easily comprehensible navigation methods and exploration options are carefully introduced in the exhibits to make it more interactive and explorative. Science and fun are not usually associated with each other. However, SAIAC aims to combine the two and give knowledge based ambience.

The Innovation Activity Lab at the Centre includes:

- Hall of Fame: Through multimedia kiosks, the stories of major inventors and their inventions, books and grass-root innovation portals, innovative laboratory with facility for carrying out inventive activities, experiments and projects in multi-disciplinary areas are set up.
- Tech Lab: Robotics & Microprocessor Programming, Electronics with a facility for creative and

innovative projects in robotics.

- 'Tod FodJod' (TFJ) and 'Kabad Se Jugad'(Build from Scraps) are activities in which students can creatively engage in learning to open gadgets and reassemble them and develop interesting models through waste materials.
- All these have provided opportunity for students to work on innovative ideas and make a working model or kit about it and perform several investigative experiments.
- Temporary Exhibition cum Multi-Purpose Hall: Presently exhibition panels on the Exhibition of 'MangalYaan' and 'Indian Nobel' have been set up.

2. Design Innovation Centre (DIC):

- It is a great privilege for the institute, being selected to establish DIC by SPPune University, Pune for promoting culture of innovative design in rural areas. The problems arising in rural areas are itself great opportunities for creative minds.
- DIC's aim is to train such creative minds to take these challenges and come out with useful solutions and to convert it into products. It provides an opportunity to give hands-on training to students. It encourages use of technology to solve developmental problems and increases pace and efficiency.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 4

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 0 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during the last 5 years | View Document |

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

| File Description | Document |
|------------------------------------|-------------------------------|
| e- copies of the letters of awards | View Document |

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.62

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 42

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 26

| File Description | Document |
|--|-------------------------------|
| URL to the research page on HEI web site | View Document |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.98

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 23 | 31 | 22 | 15 | 32 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |
| Any additional information | View Document |

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

Response: 1.64

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 27 | 57 | 47 | 39 | 36 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | View Document |

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

- The institution has made noteworthy contribution to the society and environment by making participation to promote college neighborhood community network. Sensitization and holistic development of the students are achieved through various neighborhood community oriented activities which have been initiated by the institution. The institution promotes the participation of students and faculty in extension activities through:
- Address to the students and faculty by the Principal on the importance and need of the extension activities.
- Students carry out the survey projects through which they identify the problems of rural community and suggest the solutions related to socio-economic issues.
- Earn and learn scheme of the college develops student as a multifaceted personality with his commitment to an egalitarian society.
- To inculcate values of work culture, social responsibility and cleanliness, 'Shramdaan' activity is

carried out by the NSS and NCC students in and around the college premises.

- For abatement of deforestation and pollution, every year NSS and NCC focus on tree plantation programmes in denuded places. About 4500 saplings, including medicinal plants have been planted in the last five years.
- The NSS unit organizes yearly special camp in adopted villages through which various activities are carried out which help to instill the work culture and develop leadership qualities.
- Public awareness programmes regarding girl-education, female foeticide issues and girl-safety, etc. are organised, which helps to develop the confidence and personality of a girl student who comes from the rural areas and deprived sections of the society.
- 'Nirbhay Kanya Abhiyan' builds self-confidence and inculcates the importance of self-defence to make girl students courageous to face any undesirable situation.
- Organization of rallies and street plays for health awareness activities.
- Every year the NCC and NSS units organize blood donation camp as a commitment to the society. Also a team of doctors from Pravara Medical Trust Blood Bank, Loni is invited to guide the students and faculty on the importance of health and nutrition.
- Popularization of non-conventional energy resources particularly solar energy and its applications through demonstration of solar energy tapping devices is made in nearby villages.
- College also organizes activities like celebration of important national days, voters awareness rally and oath, road safety awareness campaign, Swachh Bharat Abhiyan, watershed projects, orientation of people on subjects like farmers' suicide, dowry, domestic violence, corruption, awareness about drug addiction, gender equity etc.
- All the extension activities undertaken by the college have greatly influenced our students in building self-confidence, becoming self-reliant, making them responsible towards the social problems, understanding their responsibilities in the event of natural calamities with developed leadership, enhancing their awareness on current issues, imbibing human values and understanding the significance and need of moral, ethical and social values for better living and also their participation in the nation building process and creating a responsible citizen.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 2

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | View Document |
| e-copy of the award letters | View Document |
| Any additional information | View Document |

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 29

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7 | 5 | 5 | 6 | 6 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | View Document |

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 51.04

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1920 | 1225 | 1428 | 1236 | 1419 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |

3.5 Collaboration

| <p>3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>Response: 34</p> <p>3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>9</td> <td>6</td> <td>3</td> </tr> </tbody> </table> | | | | | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 8 | 8 | 9 | 6 | 3 |
|--|---------|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---|---|---|---|---|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | |
| 8 | 8 | 9 | 6 | 3 | | | | | | | | | | |
| <p>File Description</p> | | <p>Document</p> | | | | | | | | | | | | |
| <p>Number of Collaborative activities for research, faculty etc</p> | | <p>View Document</p> | | | | | | | | | | | | |
| <p>Copies of collaboration</p> | | <p>View Document</p> | | | | | | | | | | | | |
| <p>3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Response: 11</p> <p>3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>0</td> <td>1</td> <td>7</td> </tr> </tbody> </table> | | | | | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 3 | 0 | 0 | 1 | 7 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | |
| 3 | 0 | 0 | 1 | 7 | | | | | | | | | | |

| File Description | Document |
|---|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View Document |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |
| Any additional information | View Document |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

- The college has green campus spread over an area of 51 acres 37 R (207887.01 sq.mt.). The total built up area of the campus is 52296.075 sq.mt. which is conducive for teaching and learning.
- The institution has copious infrastructure which includes main building with administrative block, departments and class rooms, central library, science building with well-equipped laboratories, Dr. Kalam P.G. building with laboratories, seminar halls and class rooms, workshop building, Hon'ble Khasdar Balasaheb Vikhe Patil multipurpose hall, recreation hall, gymnasium hall, boys and girls hostels, extension counter of Pravara Sahakari Bank, Principals' bungalow, guest house and staff quarters.
- The college has 35 class rooms out of which 13 are ICT enabled. It also has 51 well equipped laboratories out of which 10 are having LCD facility.
- For easy accessibility to teacher and learner, the institute has total 481 computers with peripherals, internet facility and 4 computer laboratories exclusively for computer science.
- A separate computer literacy laboratory has been developed for new entrants.
- Five well-furnished, ICT enabled seminar halls and a conference hall.
- The central library in the college is fully computerized with web OPAC facility. It is enriched with 93,160 volumes and 29,796 titles and facilitated with spacious reading hall, stacking, e-library and reprography.
- The library also has subscription for 80 national and international journals, 16 magazines, 31,35,000 e-books and 6,000 e-journals. Along with free accessed 68,22,550 e-books and e-journals.
- English language laboratory along with soft skill training centre is available.
- The Moot court is established for imparting advocacy skills among the students.
- Hon'ble Khasdar Balasaheb Vikhe Patil multipurpose hall provides a platform for the holistic development of students.
- A well maintained botanical garden has various plants of botanical interest as well as some rare, endangered and medicinal plants along with a polyhouse used for experiential learning.
- IQAC, NCC, NSS, YCMOU, Training and Placement office and various cells have been provided with required space and facilities.
- Facilities such as separate staff rooms for ladies and gents, girls' and boys' common rooms, wash rooms, toilets with ramp for physically challenged students and two canteens are available in the campus.
- There are two boys hostels (450) and three girls hostels (448) with the capacity of 898 students.
- The girls' hostels are provided with mess, TV hall, green gym, recreation hall, indoor games, pure drinking water, solar hot water system, uninterrupted power supply, daily newspaper, film club, reading hall and medical facility.
- Solar PV System (15KW) has been installed on the science building.
- Dr. APJ Abdul Kalam Science and Innovation activity centre was established in 2016 for nurturing scientific temper among the youths.
- Design Innovation Centre (DIC) is established as a spoke centre in collaboration with SPPU and

sponsored by UGC to boost creativity and innovativeness among the students.

- All the required facilities for the teaching-learning are as per the norms.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

- College plays a proactive role in supporting students with adequate facilities for sports, games and cultural activities to develop their skills and be mentally and physically fit along with academics.
- In spite of being located in rural area, the college provides most of the sports facilities to the students.
- The college has well maintained playground with an area of 19788 sq.mt. which includes playgrounds for cricket, hockey field with area of 4250 sq. mt, football field with an area of 6500 sq. mt and kho-kho court with an area of 464 sq. mt, 400 m running track (cinder), three volleyball court with an area of 486 sq. mt, three kabaddi court with an area of 348 sq. mt, two handball courts with an area of 1600 sq. mt and one basketball (cement flooring) court with an area of 420 sq. mt. was developed in 1975.
- The college has established a gymnasium hall in 1992 with a built up area of 668.30 sq.mt. having 16 station multi-gym facility.
- To promote the awareness on physical fitness among the girls, separate gym facility in the premises of girl's hostel is made available since 2013.
- Green gym, a free facility to improve health and fitness in the open space for the girls, who do not want to join the conventional gym was established in 2016.
- Indoor games facilities for table-tennis, chess, carrom, wrestling, malkhamb, badminton (ball and shuttle), weight lifting, fitness bicycle and tennikoit with a built up area of 1250 sq.mt. are made available. A swimming pool with international standards having 50 meters length (long course) and an 8 lane 400 meters running track was constructed in 2010.
- The sports department has a yoga centre with a built up area of 80.99 sq.mt. established in 1992, where yoga sessions are regularly conducted for stakeholders.
- Hon'ble Khasdar Balasaheb Vikhe Patil multipurpose hall with seating capacity of 550 students was constructed in 1986 with a built-up area of 912.73 sq.mt. which is used for cultural programmes, debates, elocution competitions, quiz competition, exhibitions, anniversaries of national personalities etc.
- On campus open stage facility is made available for the celebration of Independence and Republic days and organization of annual social gathering and prize distribution ceremony etc.
- College has made available an open stage in the premises of girls hostel to celebrate hostel day, Ganesh festival and organization of various cultural activities.
- An audio-visual hall is provided for screening motivational films through film club in the girls' hostel.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 45

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

| File Description | Document |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| any additional information | View Document |
| Link for additional information which is optional | View Document |

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 22.05

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18.90 | 32.77 | 266.57 | 95.95 | 104.52 |

| File Description | Document |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | View Document |
| Audited utilization statements | View Document |

4.2 Library as a Learning Resource

| |
|---|
| 4.2.1 Library is automated using Integrated Library Management System (ILMS) |
|---|

Response:

Library is the heart of college and provides adequate services to its user. Central Library was established in 1971 with collection of 200 books in a single cupboard with only 10 periodicals in a small room. Presently we have 93,160 volumes, 29,796 titles, 80 national and international journals, 16 magazines and total 2231 sq. mt. spacious area for central Library. It fulfills the need of researchers, teachers, students and other staff members of the college. In the central library we have different sections like book stacking, periodicals, reference, reprography, technical processing, circulation and digital library with 28 nodes and well ventilated reading hall with capacity of 300+ students. All the books have been classified as per Dewey decimal classification system. Transaction of books has been done by Koha library management software with RFID technology and WEB OPAC facility.

The Library has active institutional membership to NLIST-INFLIBNET consortia and DELNET. The NLIST provides access to 6000 e-Journals and 31,35,000e-Books. The 68,22,550 e-books and e-journals are of free accessed. Content management system Google site has used for repository of previous question papers, video lectures by faculty members, open access journals and e-book links, audio video material, Union catalogue of books and journals. The QR code technology has been implemented for the mobile access of library resources.

The Library offers many services to its users like automated circulation system, online public access catalogue, online purchase suggestions, reprography, internet browsing, library orientation, inter library loan facility, book bank facility, news paper clipping and selective dissemination of information etc.

| Year | ILMS Software Details | Nature of Automation | Version |
|---------|-----------------------|----------------------|----------------|
| 2017-18 | KOHA | Fully | 16.05.04.000 |
| 2016-17 | KOHA | Fully | 16.05.04.000 |
| 2015-16 | Vridधि | Partially | 2.0 Build: 234 |
| 2014-15 | Vridधि | Partially | 2.0 Build: 234 |
| 2013-14 | Vridधि | Partially | 2.0 Build: 234 |

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

- As library is considered as an integral part of an educational institute and a corner stone of healthy community, the college has established a library with the collection of 232 books and 6 journals in 1971, since the year of its inception.
- The library reflects diversity characters and fulfills the needs and expectations of the students and faculty. The library is enriched with the collection of 93,160 books and 96 periodicals.
- Braille, a tangible writing system with embossed paper used by people who are visually impaired is made available in the library.
- Government reports such as Economic Survey, RBI Bulletin, Union Government (Commercial), Public Enterprises Survey, Administrative Report (Maharashtra), India a reference Annual, Population Census and District Gazetteers are available in the library.
- General Encyclopedias viz. *Marathi Vishwakosh*, *Marathi Riyasat*, *Bhartiya Samajvidnyan Kosh*, *Marathi Sanskruti kosh*, Encyclopedia Britannica, Encyclopedia Britannica Global Edition and Encyclopedia Americana accessible in the library.
- Subject Encyclopedias available in the library are Encyclopedia of Science and Technology, Education, Indian Geography and Politics, Comprehensive Medicinal Chemistry, Nanotechnology, Disaster management, Biotechnology, Plants, Animal World, Histography, Animal Physiology, plant physiology, Science and Invention, Ecology and Environment, law, Mammals, International Encyclopedia of the social sciences, Information Technology Computer Science and Cyber Law, The illustrated encyclopedia of Mankind, How to work illustrated Encyclopedia of Science and Technology and Medicinal Chemistry Series of Monograph.
- UGC 12th Plan, Annual review of plant physiology and biochemistry, The Cambridge natural history, The Cambridge bibliography of English literature, Organic synthesis collective volumes, flora of British India, Maharashtra state, Madras and Bombay are also available.
- The library has a special collection of volume of constitution of India, directories, year books, dictionaries and handbooks.
- Central library has membership of NLIST, DELNET and NDL.
- Rare book society of India provides access to rare books.
- Separate library website with web portal of e-resources is made available.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

| File Description | Document |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | View Document |
| Any additional information | View Document |

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 8.59

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7.51 | 5.44 | 11.02 | 11.76 | 7.23 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | View Document |
| Audited statements of accounts | View Document |

4.2.5 Availability of remote access to e-resources of the library

| | |
|----------------------------|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |

| | |
|--|-------------------------------|
| 4.2.6 Percentage per day usage of library by teachers and students | |
| Response: 19.66 | |
| 4.2.6.1 Average number of teachers and students using library per day over last one year | |
| Response: 589 | |
| File Description | Document |
| Any additional information | View Document |

4.3 IT Infrastructure

| |
|--|
| 4.3.1 Institution frequently updates its IT facilities including Wi-Fi |
| Response: |
| <ul style="list-style-type: none"> • Adequate IT facilities are available in the College. • Administrative office, various departments and laboratories are equipped with 481 computers with peripherals. • 50 Mbps lease line is provided by PRES (BSNL) and 10 Mbps VPN broadband (BSNL) internet connectivity is available in the campus along with Wi-Fi facilities. • Separate network operator and computer engineer from the PRES carries out maintenance and periodic up-gradation of the IT facilities. The IT department of PRES monitors the overall IT functioning. • As per the curriculum, up gradation of various hardware and software's is carried out. • All the academic and administrative blocks are connected with LAN. Cyberrom firewall application is installed with additional features of web and application filter, IPS, Gateway anti-virus and anti-spam with 24x7 supports. • The LAN is connected through D-Link make one managed and 30 unmanaged Gigabyte switch (24 ports) with OFC and CAT 6 LAN cables. • The Wi-Fi facility is provided through one outdoor access point and 11 indoor access points with individual authentication (i.e. individual login created for staffs and students). |
| Nature of Up-gradation of Internet or Wi-Fi facility: |

| Particular | Nature of UpDate | Version | Speed |
|------------|--|---------|---------|
| Wi-Fi | D-Link DWL 23609/03/2013 AP(indoor) | 802.11n | 2.4 GHZ |

| | | | | |
|-------------------------|-------------------------------|------------|--|---------------------------------|
| | D-Link DWL 3200 AP(indoor) | 27/01/2014 | IEEE 802.11b and 802.11g standards. | 2.4 GHZ |
| Internet (Bandwidth) | speed | 2 Mbps | 8/02/ 2011 | Lease Line (BSNL) |
| | | 10 Mbps | 20/02/2012 | VPN Broad Band NMIECT (BSNL) |
| | | 50 Mbps | 01/06/2015 | Lease Line 1:1(BSNL) |

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.3.2 Student - Computer ratio

Response: 5.92

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | View Document |
| Any additional information | View Document |
| Link to photographs | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 77.99

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 284.48 | 259.15 | 434.91 | 322.52 | 319.17 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts. | View Document |

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

- The College has an effective mechanism for the maintenance and up keeping of the facilities.
- The Principal, Vice Principal, HoD along with Chairman and members of College Development and Construction Committee carries out over all supervision for smooth functioning and utilization of physical, academic and support facilities with regular maintenance.
- A separate civil department with civil engineer and supervisor has been established for the maintenance and utilization of physical facilities.
- The civil department is assisted by 20 supporting staff which includes a carpenter, a welder, plumber, auto and tractor driver etc.
- The electricity is supplied by MSEB through a separate 100 KVA transformer and college has 4 generators, 12 online UPS systems and 5 inverter systems for continuous power supply. The underground internal electricity distribution system has been set up by the college in 2014-2015.

- Four electricians work round the clock for the maintenance and to ensure uninterrupted supply. The electrical engineer from PRES monitors the overall electrical operations.
- The sanitization and cleanliness is carried out by sanitary department. It has a Sanitary Inspector assisted with 15 staffs.
- There is decentralization of every unit and each HoD has freedom to take his decision regarding the departmental maintenance and upkeepment of supporting facilities. They can submit indents and demand letter for any requirement and the necessary action is taken.
- The College has 24x7 security system to maintain discipline and safety through 20 security persons supervised by Security Head.
- The computer science department develops and maintains the college website.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 65.03

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1953 | 1722 | 1711 | 1870 | 1953 |

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 9.22

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 173 | 172 | 173 | 506 | 287 |

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 59.58

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1938 | 1997 | 1613 | 1483 | 1404 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0.73

5.1.5.1 Number of students attending VET year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18 | 23 | 15 | 23 | 24 |

File Description

Document

Details of the students benefitted by VET

[View Document](#)

Any additional information

[View Document](#)

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description

Document

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 50.49

5.2.1.1 Number of outgoing students placed year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 437 | 384 | 339 | 325 | 156 |

| File Description | Document |
|---|-------------------------------|
| Self attested list of students placed | View Document |
| Details of student placement during the last five years | View Document |
| Any additional information | View Document |

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 36.45

5.2.2.1 Number of outgoing students progressing to higher education

Response: 242

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education | View Document |

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 8.39

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 12 | 10 | 3 | 5 | 4 |

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 124 | 121 | 50 | 56 | 44 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years | View Document |

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 12

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 2 | 1 | 1 | 3 |

| File Description | Document |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | View Document |
| e-copies of award letters and certificates | View Document |

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

- Student council is a platform made available for solving issues related to academics, administration and facilities provided by the institution. It creates a sense of ownership of the college and its activity among the students.
- The constitution of the student council as per the norms and directives laid by the university is as follows;

- 1.Principal as a chairman of the council
- 2.Senior faculty as a member nominated by Principal (May be Students' Development Officer)
- 3.NCC Officer
- 4.NSS Program Officer

5. Class representative (Students with academic competency are nominated by the Principal)
6. Director, Sports and Physical Education
7. Sports, NCC, NSS, Cultural student representatives nominated by Principal
8. Two girl students nominated by the Principal

(Minimum two students belonging from SC/ ST/ OBC category should be nominated in number 7th and 8th).

- The meeting of the council is held in the first week of the every month. It helps in the planning of academic, co-curricular and extra-curricular activities to be conducted throughout the year.
- Issues related to academics, library, infrastructure, sports etc. are discussed and resolved.
- Students and their representatives are involved in curricular activities like organization of educational tours, field visits, village surveys, project work, dissertation reports and exhibitions etc.
- The co-curricular and extra-curricular activities like girls personality development programme, seminars, conferences, workshops, sport events, extra mural activities, campus recruitments, annual social gathering, awareness rallies etc. are possible only through the involvement of students.
- Success of extension activities like blood donation camp, cleanliness campaign, tree plantation, construction of barrages, continuous contour trenches, soil and water testing, popularization of non-conventional energy resources, various awareness programmes etc. is due to the active participation of students.
- Other than this, students working in various academic and administrative bodies/ committees are also involved in decision making process.
- **IQAC:** The student representative in the IQAC provides an important input in the planning, development and sustenance of the institute.
- **Anti-ragging Committee:** Suggestions from the student representatives in the committee helps in implementation of preventive measures.
- **Gymkhana Committee:** Student representative helps in smooth organization of various sports events throughout the year.
- **National Service Scheme:** Involvement of student representatives in the selection of adopted village, planning and execution of various activities has benefited.
- **National Cadet Corps:** Students take initiative in organizing varied and diverse events like Independence day, Republic day etc. with unity and discipline.
- **Earn and Learn Scheme:** Student secretary assigns, monitor and maintains the record of the schemes.
- **Mess Committee:** Menu as per the diet plan, quality of food, cleanliness etc. are constantly monitored by the student members of the committee.
- **Hostel Committee:** Students representative serves as the mediator between hostelites and rectors.
- **Cultural Association:** The students aid in the planning, selection and organization of various cultural activities.
- **Student Development Board:** Student member of the board play an important role in providing resources for continuous development.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 14.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15 | 12 | 16 | 14 | 15 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural activities / competitions organised per year | View Document |

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

- The Alumni Association was established on 1st December 2006 (Mah/588/06/Ahmednagar) under the Registration Act 1860 as “PVPC Ex. Student Association”.
- It provides a forum for alumni to maintain and develop their links with the College.
- Its mission is to support and promote the interest of alumni and college community by enabling alumni to strengthen the bonds between past and present students, by creating personal links with alumni, providing services and by fostering emotional connection among them and the college.
- The alumni meet organized every year by the association provides a platform for sharing their work, technical knowledge and experience which has proved flag-bearer in the holistic development of the students which reflects the core objective of reunion.
- The alumni association has organized training and orientation sessions with the help of alumni who are proficient in their fields.

The horizons of experientia is created by alumni as follows:

- Mr. Sandeep Phalke and Mr. Sharad Pathare, Project leader, Tata Honeywell, Hyderabad, shared their views and experiences in the field of embedded systems and Lab-view techniques.
- Mr. Vishal Darandale, MD, Mauli Seeds Pvt. Ltd, Sonai has taken initiative to provide an opportunity to train seed technology students.
- Mr. Mahesh Wable, CEO, Shatkon Pvt. Ltd, Pune regularly provides industrial training for

computer science students and also assists in the development of college website.

- Mr. Santosh Dethé, Mr. Chandrakant Nalge, Mr. Anil Mhaske, Mr. Arun Wable, Dr. Shankar Lavare , Mr. Satish Kharatmal, Mrs. Lata Shirsath, Mrs. Yamuna Karle, Mrs. Vaishali Pathare, Mrs. Nishatai Nirmal, Mrs. Jyoti Ghogare etc. have inculcated employability skills among the students through their motivational talks.
- Organization of alumni meet by the college at the department level, college level and mega events in collaboration with the sister institutes has encouraged the alumni to contribute in terms of financial and non-financial support.
- The mega alumni meets organized by Pravara Rural Education Society at Ahmednagar, Lonavala, New Delhi and Las Vegas (USA) have fetched ideas on a common platform for strengthening the business opportunities and to create the employment network among the Pravarites.
- Alumni plays an important role in the development of reliability and trust of the institute by generating invaluable word-of-mouth marketing among the social and professional networks, which has been reflected through gradually increase in the recruitment.
- Alumnus Dr. G. R. Pandhare donated 150 coconut saplings to the NSS unit, which were planted in the adopted village.
- Alumnus Mrs. Rani Nandkishor Aher, Infosys, Pune donated Rs. 25,000/- to the PVPC Ex. Student Association.
- The PVPC Ex. Student Association has donated sanitary napkin vending machine and incinerator, paper shredder machine, dust bins, eye washer and RO water purification system.
- The alumni from 1995-1997 batch have donated dust bin to chemistry department.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

| File Description | Document |
|---------------------------------------|-------------------------------|
| Any additional information | View Document |
| Alumni association audited statements | View Document |

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 12

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 1 | 1 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years | View Document |
| Any additional information | View Document |
| Report of the event | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

VISION:

“Providing quality education in emerging fields to produce knowledgeable and cultured human resource, contributing to the process of national development”

MISSION:

- Upliftment of rural masses through appropriate education
- To empower the socially, economically and educationally marginalized sections of the rural society of the region.
- To augment a new generation of students for contributing to the future knowledge economy.

Amazed by the development in Loni, Dr. A. P. J. Abdul Kalam bestowed “LONI-PURA” (Providing Urban amenities to Rural Area) as a role model for rural development. This appreciation itself is a testimonial for the vision and mission of the college.

- Imparting quality education to the students belonging to the socio-economically and educationally marginalized families of the society.
- An education friendly environment encourages the forthcoming student generations so that they can contribute to the upcoming knowledge economy.
- Education, research, extension and placement activities in collaboration with Universities, NGOs and Industries.
- Successful alumni contributing to the process of nation building.
- Leadership to cater to the needs of the rural society.

Governance:

- Governing body frames and proposes the policies, works out the short term and long term plans in consultation with the stake holders of the institution. The IQAC in coordination with the management formulates and monitors the qualitative functioning and it's enhancement in the college.
- The quality policy of the college specifies the degree of excellence and attempts to address the quality education. Preparation of action plans and framing the policies ensure the quality education. By making standards, structures and methods the institution aims at reinforcing the environment of superiority. The functional systems in the college take efforts to be campaigner of organizational alteration.
- The departments create a culture of healthy competitiveness among themselves. The governing body, Principal, Vice Principals, IQAC members, teaching and non-teaching staff, student representatives, alumni and various committees are concerned with the governance of institution.

- Principal and management assure that the policy statement and action plans go hand in hand for attaining the mission. They are always eager to receive the suggestions of stakeholders while formulating the policies. In consultation with the faculty and staff members, Principal formulates the action plan and takes the review of outcome.
- The institute encourages its faculty to impart the teaching to the students' satisfaction and conduct the quality research.

Perspective Plan:

- The IQAC prepares the perspective plan to assure the quality education taking into consideration the suggestions given by stakeholders.
- It comprises commencement of new courses and establishment of research centers, strengthening of the infrastructure and research activities, organizing seminars, conferences, workshops and conducting eco-friendly activities in the college.

Participation of the Teachers:

The execution of perspective plan is achieved through various committees like admission, examination, proposal and research lead by the faculty. Mainly, the local management committee includes faculty representatives. In addition to this committees are given liberty to devise their plans and act accordingly.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.1.2 The institution practices decentralization and participative management

Response:

- The college pursues the policy of decentralization and participative management by offering liberty to vice-principals and HoDs. Under the supervision of principal and vice-principals, HoDs prepare the departmental time table, assign workload to the faculty, submit requirements of essentials and decide themes of conferences, seminars and workshops, submit confidential reports of teaching and non-teaching staff, etc.
- For the smooth conduction of different activities, the college constitutes various committees and defines the role and responsibilities of chairman and members of each committee. The chairman of the committee plans the activities and seeks its execution. The registrar monitors all the administrative work and reports to the principal.
- All the stakeholders are involved in the participative management through considering their willingness to participate in various activities. The tasks are assigned and carried out by providing essential support and freedom.
- Principal acts as a mediator between staff and the management. The principal, with an objective of decentralizing the administrative powers, appoints vice-principals, HoDs and committee chairmen. The students' involvement in participative management is done through their representation as CRs

and UR in the student council.

Case study: Students Welfare Committee (SWC)

Role: Students Welfare Committee drafts, regulates and conducts various student centric programmes to ensure the overall development of the students.

Committee Hierarchy: SWC is headed by the Student Welfare Officer (SWO), approved by the University and assisted by the committee members.

Activities conducted by SWC:

- SWC looks after the overall development of the students by planning various programmes viz. Earn and learn scheme, NET/SET workshop, students personality development workshop, workshop on competitive examinations, fearless girl campaign (*Nirbhay Kanya Abhiyan*), students safety insurance scheme, special guidance scheme and disaster management workshop.
- SWO prepares and submits proposals to the University for pursuing funds in consultation with the principal, committee members, Head of the departments, faculty members and students. He prepares the schedules and implements various programs throughout the year.
- The responsibility of conducting various programs is shared by the concerned faculty/staff members and students. Committee and faculty members involved in the conduction of programmes are free to take decisions in the frame of rules and regulations.
- After the successful conduction of various programs, the committee submits report along with the utilization certificates with the help of accounts department, to the principal and the university.

Outcome: Meetings of SWC are conducted regularly to plan the activities related to students' welfare and to discuss the issues related to the same. Opinions and suggestions of stakeholders of the institution viz. students, faculty, staff, parents, alumni, heads of the departments, class teachers, class representatives, university representative, governing body, committee chairmen etc. are obtained through their meetings, feedback system and personal discussions held with them. The opinions and suggestions obtained from the stakeholders are evaluated on the background of the vision and mission statements of the institution and considered by the committee for their execution.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The successful execution of activities based on the perspective plan is the prime concern of the institute. An illustrative example of research activities undertaken in the college during the last five years is given below.

Based on the perspective plan, IQAC depicts various research activities in every academic calendar to be conducted.

As per the perspective plan, following are the core targets related to the research activity:

- Increase in the number of major and minor research projects.
- Organize State, National and International level seminars, conferences and workshops.
- Establish the new research centers.
- Encourage faculty to apply for research fellowship under faculty improvement programme of UGC.
- Increase number of research publications by faculty.
- Organize expert lectures on the topics related to research in different streams.
- Strengthen the research culture.
- Establish coordination among the departments for boosting the interdisciplinary research.

The above targets are achieved through regular meetings of research committee, constant motivation and support from management, up-gradation of infrastructure, fetching funds from various funding agencies, regular monitoring, reviewing and consistent efforts by the IQAC and Principal.

Faculty members are motivated to apply for minor/major research projects to various funding agencies. Minimum five minor research project proposals should be submitted every year. One interdisciplinary major research project proposal should be submitted.

To attain the major targets, at least three seminar/ workshop/ conferences are organized every year.

In addition to existing five research centers viz. Chemistry, Botany, Zoology, Environment Science and Commerce, two new research centers in the Physics and Economics department have been established.

Faculty members are encouraged to apply and join various research fellowships through faculty improvement programme of UGC by regular meeting, providing details of scheme and sanctioning study leaves immediately. In the last five years four faculty member have been benefited under this scheme.

The faculty members were motivated to publish research papers in various UGC approved research journals by organizing expert lectures, workshops, sanctioning duty leaves and felicitating them. This has resulted in increase in the number of research publications.

The research activities in the college have been enhanced by organising expert lectures of eminent researchers like Dr. Anil Kakodkar, President, Atomic Energy Commission of India, Dr. M. G. Takawale, Former Vice Chancellor, Dr. N. N. Maldar, Former Vice Chancellor, Dr. M. M. Salunke, Former Vice Chancellor, Dr. Rajan Velukar, Former Vice Chancellor, Dr. Pandit Vidyasagar, Vice Chancellor, Dr. B.A. Chopade, Vice Chancellor, Prof. V. N. Bhoraskar, Prof. S. B. Nimse, Former Vice Chancellor, Dr. D. M. Phase, Scientist-H, DST-UGC Consortium.

To inculcate and strengthen the research culture among the students, research projects are made mandatory for students offering restructuring programme. Incentive in the form of token amount was provided to the students to carry out research projects. The institute sponsored field visits were arranged.

Proposals are invited from the faculty members for interdisciplinary projects by conducting their orientation. The information regarding various funding agencies, eligibility criteria, important dates etc. are

communicated well in advance by the A.R.C.

| File Description | Document |
|--|-------------------------------|
| Link for Additional Information | View Document |
| Strategic Plan and deployment documents on the website | View Document |

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

- The Pravara Rural Education Society (PRES), parent body of the institution is at the top of the organogram which frames and authorizes the policies and programs of the college.
- The Pravara Rural Education Society comprises of Chairman, Vice-Chairman, Trustee, Secretary and the Board of Directors. It looks after overall functioning of the institution and is responsible to:
 1. Achieve the vision and mission of the institution
 2. Fulfill the institutional needs of academic and administrative staff
 3. Ensure the timely implementation of the quality policy
 4. Develop and update the necessary academic and administrative infrastructure.
 5. Provide the essential financial support to the institution.
- The local management committee/ college development committee acts as the bridge between college and the top management.
- The committee in its regular meetings discusses about various issues and suggests measures for maintaining the overall excellence. It looks after the fulfillment of teaching and non-teaching staff and also upgrades the infrastructural facilities as per the needs.
- Principal holds the overall responsibility for smooth conduction of academics, managing the major administrative tasks, authorized signatory of financial matter and overall advancement of the college.
- Principal is assisted by three vice-principals, IQAC coordinator, HoDs, Registrar, office superintendent and various committee chairmen for the smooth and effective functioning of the college.
- The IQAC, various academic, administrative and supporting committees viz. students council, admission, proposal, time table, examination, women empowerment & welfare, committee for SC/ST, students welfare, training & placement, library advisory, ceremony, mess, film club, excursion/ tours, gymkhana, discipline, self-appraisal, medical checkup health awareness, career guidance & competitive examination, Pravara tarang, extra mural, grievance redressal, feedback, research, anti-ragging, campus development & construction, website, event management, hostel management, skill development, N.C.C., N.S.S., earn & learn scheme, sexual harassment prevention cell, minority cell, OBC cell, counseling cell, commerce association, cultural association, literary association, debating association, science association are functioning in the

college to execute the plans and policies.

- The institution strictly follows the service rules laid by UGC, Government of Maharashtra, SPPU and PRES. The detailed rules are given in the Maharashtra Universities Act 1994 and Maharashtra Public University Act 2016.
- The policies laid by UGC, Government of Maharashtra and the University for the promotions of the staff are rigorously followed by the institution. The management promotes the faculty as vice principal/ head of various academic and administrative bodies by considering his competency, seniority, sincerity and academic qualification.
- Grievance redressal system ensures the conflict free environment through promoting cordial relationship among students, staff and faculty. The Heads of Departments deal with local grievances within their department, unless found serious enough to refer to the higher authority. The students, teaching and non-teaching staff are free to approach to the principal and grievance redressal cell for the redressal of grievances.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | View Document |

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

In view of achieving overall development of the institute through smooth conduction of various curricular, co-curricular and extracurricular activities, the institute forms various committees and cells by defining their functions to achieve excellence and effective implementation of policies and decisions. The institute considers and reviews every committee's suggestions and does necessary implementations.

Students Council

Students Council is a body that has student representatives from every class. The students representative in the council are actively involved in making decision on various issues related with the students. The council meets once in a month and helps in the planning of activities to be carried out in a year. The students raise various issues confronted if any, in the meetings. During the meeting held on 4th September 2015, students raised the demand of R. O. Processed drinking water in addition to existing water purification system on the campus. The same issue was discussed in the IQAC meeting held on 2nd December 2015.

College Development Committee/LMC

Based on the minutes of Students council's meeting, the issue of availing the facility of R.O. processed drinking water was discussed in the CDC/LMC meeting held on 26th March 2016. The decision of procuring of R. O. processed drinking water system was unanimously taken. The decision was forwarded to the purchase department for further action.

To avoid the wastage of drinking water, the water ATM system was installed in July 2016. This system used to deliver water at the rate of one rupee per liter. However in IQAC meeting held on 30th September 2016, it was decided to make drinking water available through ATM at free of cost.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The welfare schemes implemented for teaching and non-teaching staff of the college are as under:

- The legal heirs of deceased members are employed under the scheme of compassion. Mrs. M. N.

Tupe, Mrs. K. S. Battise, Mr. S. R. Korde, Mr. S. I. Gite, Mr. G. B. Pokale, Mrs. V. G. Lolage, Mr. R. D. Bhane and Mr. G. R. Ghane are benefitted on compassionate basis.

- A facility of staff quarters is provided to the teaching and non-teaching staff on affordable rent.
- Institution encourages by felicitating the teaching and non-teaching staff members for their outstanding achievements.
- Institution promotes faculty members to upgrade the knowledge by providing various facilities like study leave and monitory support under faculty improvement programme of UGC for PhD and participation in seminar/workshop/conferences, orientation programme, refresher course, short term course, summer school etc.
- Sponsorship is offered for research paper presentation in national/international conferences/seminars/workshops.
- Laboratories are open for faculty even after office hours, so that they can carry out their research work.
- Staff members are provided with the facilities of plagiarism and access to e-resources.
- Long term loan up to Rs. 12, 00,000/-, short term emergency loan of Rs. 40,000/- and fixed deposit facility is made available to the teaching and non teaching staff through Pravara Rural Education Society's Employees Cooperative Credit Society.
- Authentication facility of loan applications and loan repayment guarantee for staff is made available.
- Facility of advance payment against salary to the staff is in place.
- Group insurance facility is made available to the staff.
- On campus bank facility is available to the staff members through extension counter of Pravara Cooperative Bank.
- College conducts fund raising drive for the employee affected by any misfortune.
- Organization of weeklong Padmashri Dr. Vitthalrao Vikhe Patil memorial lecture series is in practice. Various motivational lectures on health and hygiene, current issues, agriculture, superstition, peace of mind, economics, women empowerment and advance technology are conducted under this series.
- Wards of teaching and non-teaching staff who secure good marks in S.S.C. and H.S.C. examinations are given motivational prizes through Pravara Rural Education Society Employees Co-operative Credit Society.
- Various workshops, events and sessions on peace of mind, diet consciousness, time and stress management etc. are organized for the staff.
- Wards of teaching and non-teaching staff are given concession while taking admission for higher education in sister institutes of the college.
- The institution grants leave to the faculty and staff members like Casual leave, Medical leave, Maternity leave etc. by considering the norms.
- Free internet facility is provided to the staff through Wi-Fi and LAN.
- On campus free facility of safe, hygienic RO processed drinking water is made available.
- Free parking facility for teaching and non-teaching staff is provided in the college premises.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.3.2 Average percentage of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 3.42

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 5 | 2 | 7 | 4 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | View Document |
| Any additional information | View Document |

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 2 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | View Document |
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five

years

Response: 13.78

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 12 | 5 | 11 | 40 | 15 |

| File Description | Document |
|--|-------------------------------|
| IQAC report summary | View Document |
| Details of teachers attending professional development programs during the last five years | View Document |

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

- The institute has an effective mechanism to monitor the performance of teaching and non-teaching staff.
- Self-appraisal report is designed for teaching faculty as per the norms of UGC and affiliating university. Every year this report has to be submitted individually to the vice-principal through the respective head of the department for assessment.
- IQAC scrutinizes the performance based appraisal reports of the teaching faculty which is forwarded to the principal for further action.
- HoD submits confidential reports of the faculty to the administrative office which is forwarded to the PRES through the principal. It is also one of the sources for performance appraisals.
- Feedback of students regarding teachers' performance is a regular practice. The collected feedback forms are analyzed and the data is communicated to the principal.
- Depending on the analyzed data of appraisal mechanisms as mentioned above, the common issues are discussed in the staff meetings by the principal and corrective measures are suggested. While the personal lacunas are discussed with the concerned teacher for improvement if any.
- The HoDs and vice-principals personally observe the lectures of newly recruited faculty for the improvement in their performance.
- Teaching-learning and evaluation related strategies, participation of teacher in curricular, co-curricular and extra-curricular activities along with professional and academic development of the teacher is considered for their performance based appraisal.
- The outcomes of regular monitoring with respect to curricular, co-curricular and extracurricular activities are also communicated to the faculty and suggestions are given for the improvement.
- Teachers' profiles are updated regularly to the college website which reflects the academic and other correlated achievements.
- The leadership and team work qualities of the chairmen and members are judged through the

annual report of the respective committee. Further the same report is published in the annual college magazine 'Pravaratarang'.

- The appraisal of non-teaching staff depends upon quality of work, punctuality, sincerity, dedication etc.
- HoDs, office superintendent and principal monitors work performance of the non-teaching staff.
- The confidential reports of the non-teaching staff are submitted by respective HoD to the principal through the office superintendent.
- Depending on the confidential reports, the good performance gets rewarded through advance increments and/or promotion while the personal lacunas are discussed with the concerned non-teaching staff or improvement if any.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- There is a regular practice of conducting internal and external financial audit.
- The college has its own mechanism for internal audit. Internal audit is done by the internal auditor nominated by the PRES.
- Internal auditors carry out thorough checking and verification of all the vouchers of the transactions quarterly.
- The general audit (external) for salary grant is carried by the office of the Principal Accountant General (Audit-I) Maharashtra, Mumbai-5.
- The external audit of salary account is done by the Joint Director, Higher Education, Pune Region, Pune-3. The settlement of audit objections is carried out immediately by the concerned authority.
- The funds received from various funding agencies viz. UGC, DBT, DST and SPPU are audited by internal auditor. The statements of expenditure and utilization certificates are audited by the external auditor. The settlement of the accounts is done by the concerned funding agencies.
- If the funds are not utilized as per the guidelines of the funding agencies, the funds have to be repaid with interest.
- Objection raised regarding the unutilized amount is settled in the next financial year.
- Financial assistance for scholarship received from government and non-government organizations are audited by the concerned authorities.
- After every internal audit the compliance report has to be submitted within stipulated period.

| Sr. No. | Financial Year | Date of Audit |
|---------|----------------|---------------|
| 1 | 2017-18 | 02/07/2018 |
| 2 | 2016-17 | 22/08/2017 |
| 3 | 2015-16 | 25/06/2016 |

| | | |
|---|---------|------------|
| 4 | 2014-15 | 08/07/2015 |
| 5 | 2013-14 | 12/09/2014 |

| | |
|----------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 12.72

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2.82 | 2.06 | 1.59 | 3.74 | 2.51 |

| | |
|--|-------------------------------|
| File Description | Document |
| Details of Funds / Grants received from non-government bodies during the last five years | View Document |
| Annual statements of accounts | View Document |

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institution has a well-defined strategy for mobilization of funds and optimal utilization of resources.

- The college works as per the rules and regulations laid by the Government, Savitribai Phule Pune University, concerned funding agencies and Pravara Rural Education Society. Financial discipline, fulfillment of the rules of the granting bodies, judicious use of available resources, integrity and accountability are followed meticulously.
- The college is permanently affiliated and grant-in-aid institution. However, computer science, biotechnology, microbiology and vocational courses at undergraduate level and all the postgraduate courses are self financed.
- The funds are generated through developmental grants and grants received for NSS, student welfare activities, seminars, conferences, workshops and research activities. Funds are also generated through revenues collected from tuition fees, developmental fees, hostel fees, sale of coconut fruits and saplings, breakages, rent of staff quarters etc.
- Various UGC grants (CPE, CE, research and infrastructure development), DST-FIST and DBT

grants are the other sources.

The strategies implemented for resource mobilization and optimal utilization of resources are

- The HoDs, chairmen of different committees and cells are asked to submit their annual financial requirements.
- Accordingly, the principal prepares the annual budget of the institution considering the income and expenditure.
- The principal forwards the prepared budget for its sanction to the governing body of the institution.
- All the key financial transactions are scrutinized and verified by the governing body under the following heads
 - Salary to visiting staff
 - Internet charges
 - General repairs and maintenance
 - Electricity maintenance charges
 - Computer consumables
 - Postage and courier
 - Stationary and expenses
 - Student placement/Academic and sports prizes
 - News papers and periodicals
 - Laboratory consumables and gas
 - Library books
 - Computer equipments
 - Staff welfare and administration
 - Capital and Non Recurring expenses
 - Other expenses

The procedure for expenditure of funds reflects transparency:

- Institute sticks on the deployment of budget approved for academic and administrative expenses by the management.
- The purchase process is initiated after getting the final approval of the budget from the governing body.
- The quotations are called and with the consent of respective HoDs, the purchase orders are placed by the purchase department of PRES after negotiations.
- The payment is released after delivery of the respective goods as per the terms and conditions placed in the purchase order.
- Transparency is maintained in all the financial transactions through vouchers and bills. The payment is passed after checking and verification of items. All the party payments are made through bank.
- The concerned department ensures that the received material is as per the specifications/terms and conditions mentioned in the purchase order.
- The purchase procedure for the grants received from the various funding agencies for research is monitored by the research committee.
- There is a system of internal and external financial audit.

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

Response:

1. Computer literacy

In today's era of technology, the computer literacy has become ever more essential as the lives have been increasingly dependent on the use of computer. It helps to carryout different tasks in various fields. In academics, the computer learning provides an opportunity to the students to enlarge their horizons to learn skills which they would not have got the opportunity to obtain the same through traditional education. Thus, to equip the students with computer competency IQAC has suggested the implementation of computer literacy program for the students of first year degree course. The computer science department has taken the initiative and developed a literacy course. A separate computer laboratory has been established. This course mainly aims to give basic knowledge about computer hardware and software, office work related software and introduction to internet. The course structure is classified into theory and practicals. In the last five years 165 students have been benefitted from this course.

2. To inculcate research culture among the students

Students are not much aware of the fact, that the research could be one of the fields of career. It was hard-pressed need of the time to make students aware and inculcate research skills among them. Thus, IQAC suggested that there is a need to enhance research aptitude among the students and utilize the research resources available in the institution.

The suggestions were implemented by organizing various activities:

- Students are encouraged to participate and present papers in the seminars, workshops and conferences organized by the college as well as by other institutes.
- Students are motivated and promoted to participate in exhibitions and research competitions like 'AVISHKAR', 'PRECision', IMAGINE, SPEED, etc.
- The college has seven research centers with well-equipped laboratories. The experienced research guides as well as faculty facilitate and guide the students to undertake various research projects, research publications, research reviews, mini projects and presentations.
- Institute promotes students for hands-on training in other research institutes as well as in the industries. They are also deputed for summer training programmes.
- Students are allowed to use advanced instruments along with conventional techniques under the guidance of faculty.
- Majority of students in the college are having a rural background. Thus, college plays an important role to open various research avenues for these students.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

1. ICT enabled teaching-learning:

- The IQAC in its annual plan of actions makes recommendations aimed at bringing about improvements in the overall functioning of the college. This includes plan to reform in teaching, learning and evaluation.
- In the past five years the IQAC has recommended through its plan of action steps to enhance the effectiveness of the teaching learning process in the college. To cater the need of advancements and to attain the changing requirements, the college has undertaken necessary steps to reform the ICT enabled teaching learning process. Such as network connectivity has been provided to all the laboratories, new computer lab set up, setting up of smart classrooms, access to e-books and journals, e-content learning modules, e-repository of question papers, QR code for accessing all e-content, audio-visual aids etc.
- Through IQAC the college reviews ICT enabled teaching learning process and its outcomes. The departments have been provided with computers and internet facility. Also LCD projectors are set up in most of the classrooms and laboratories.
- The central library provides the facility of digital library with 28 nodes. Transaction of books is done with computerized RFID system through Koha software and WEB OPAC facility. The Library has active institutional membership to NLIST-INFLIBNET consortia and DELNET. The NLIST provides access to 6000 e-Journals and 31,35,000 e-Books. Content management system Google site is used for repository of question papers, open access journals and e-books links, audio video material, union catalogue of books and Journals.
- The library offer many services to its users like automated circulation system, online public access catalogue, online purchase suggestion, reprography, internet surfing, selective dissemination of information etc.

2. Book Bank Scheme

- Most of the students in the college belong to agrarian community with weak financial background. They cannot afford to purchase study material personally. To cope with this situation IQAC had suggested to initiate a mechanism of availing books for the needy students. The suggestions were taken into consideration and a proposal was submitted to Shri. Siddhivinayak trust, Mumbai. The trust accepted the proposal and the college initiated the book bank scheme in 2013.
- Till today, the trust has donated 12,297 text books worth Rs. 10,22,620/- and 1,654 students have availed the book bank facility. Under this scheme the college provides a set of books throughout the academic year to the needy students on receipt of requisition form. This process of distribution is carried out through the central library. This practice helps the students to develop reading habit and focus on their regular studies.
- The college expresses deep sense of gratitude towards Shri. Siddhivinayak trust for their kind help.
- The Piramal enterprise Ltd, Mumbai, has also contributed by donating books of Rs. 2,51,000/-.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 6.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 4 | 6 | 11 |

| File Description | Document |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |
| Any additional information | View Document |
| IQAC link | View Document |

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

| File Description | Document |
|---|-------------------------------|
| e-copies of the accreditations and certifications | View Document |
| Details of Quality assurance initiatives of the institution | View Document |
| Any additional information | View Document |
| Annual reports of institution | View Document |

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The college interfaced the 2nd cycle of NAAC in March 2012. The college maintained its quality of excellence by successively securing 'A' grade with the 3.61 CGPA in reaccreditation. With the same enthusiasm the college has made stupendous efforts in quality sustenance and enhancement. This can be proved from the fact that UGC has bestowed 'College of Excellence' (CE) status, the feather in our cap. Along with it, the tradition of adding jewels in the crown has been carried over by achieving various awards viz. best NSS unit award, best college magazine award and the best college award for effective implementation of student's welfare schemes by affiliating university.

Quality initiatives are systematically planned and reviewed by the IQAC. The IQAC has organized a seminar on 'Problems and Prospects of Higher Education in India' for the issues pertaining to quality enhancement and sustenance.

Various innovative activities like Teachers Advancement Programme (TAP) by WREN & PECKER, Faculty Development Programme (Teaching) and Staff Training Programme (Non-teaching) of NSDC through SEED Infotech for quality enhancement have been organized. Along with this, organization of UGC sponsored Refresher Course in Environmental Sciences, International conference on 'Recent Trends and Challenges in Science and Technology' and various national and state level seminars, conferences and workshops, initiation of book bank facility, establishment of new computer laboratories and smart class rooms are some of the qualitative initiatives. Up-gradation of administrative office and atomization of central library through KOHA software and RFID security system, adoption of online admission process are certain quality enhancement markers.

Dr. A. P. J. Abdul Kalam Science and Innovation Activity Centre started in collaboration with Government of Maharashtra's Rajiv Gandhi Science & Technology Commission and National Council of Science Museums under the Ministry of Culture, Government of India, for advancement, propagation and promotion of applications of technology and Design Innovation Centre (DIC)-Spoke centre of SPPU to promote culture of innovative design in rural areas are the major quality enhancement programmes undertaken.

The institute has introduced a degree course in Microbiology at UG level. Whereas Mathematics and Geography courses are introduced at PG level. Research centers in Physics and Economics have been started.

The UGC has sanctioned the Community college scheme for drop outs by considering the local needs under which Diploma in Sugar Industry and Processing and Advance Diploma in Dairy Science has been introduced to impart the skill based knowledge.

A Workshop on plagiarism was conducted and the plagiarism facility is made available in the central library. The research committee plays an important role in providing information regarding funding agencies, pro-forma and important dates. Organization of expert lectures of eminent scientists for enhancing research culture among the students and faculty. NET/SET/GATE guidance workshops are also conducted.

Along with teaching and non-teaching staff, institute also promotes students for active participation and involvement in organization of seminars, workshops and conferences.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 54

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 12 | 6 | 10 |

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Though the institution is located in rural area, the management is always keen to inculcate gender sensitivity among the students by taking various initiatives. The result of this is reflected in the increasing number of girl students as compared to the boys.

Safety and Security:

- In view of maintaining friendly environment among the students, a separate discipline committee has been constituted which monitors the campus for avoiding unfair incidences.
- The college campus is guarded with a stone masonry wall.
- A team of 20 guards including 3 ladies guards secure the premises by patrolling, monitoring, surveillance and by deputing them at prominent places.
- The entire campus is under the CCTV vigilance.
- Hostels within the premises have a provision of efficient safety arrangements with required staff.
- Faculty and staff members are cautious about safety and security of the students.
- Self-defense training programme are conducted for girls to empower them and boost their self-

confidence.

- Taekwondo training facility is made accessible on the campus.
-

Counseling:

- Counseling cell is established to look after the mental health of students along with the career counseling.
- The students can approach the counselors with their problems and through discussions, the remedies are provided.
- Every year the institute organizes various counseling programmes such as workshops, special lectures, seminars and sessions to sensitize the students about gender equity.
- A special lecture on laws for women's, about cyber-crimes against women by Adv. Nisha Shivurkar, Adv. Ranjana Gawande and Adv. Jyoti Malpani.
- Well-known social workers Adv. Varsha Deshpande and Adv. Aparna Ramathirthakar sensitized the students on the gender and social issues.
- A renowned orator, Prof. Pratibha Jadhav-Nikam delivered a lecture on women empowerment and gender equality.
- A one day workshop was organized in collaboration with Rahata Taluka Bar Association which focused on the legal aspects of gender equity and anti-ragging.
- Col. Prasad Ghorpade along with his wife Mrs. Shital Ghorpade shared their views and experiences with girl's students regarding safety measures.
- Police personnel were invited to make the students aware about the laws, legal rights and their responsibilities.
- A special session on self-defense was conducted by the famous wrestler/judo player, Shri. Shiv Chhatrapati Awardee, Mrs. Anjali Deokar-Vallakatti for girl students.
- During various activities like personal interactions, case studies, group discussions and street plays etc. counseling cell of the college sensitize students about gender equity.
- Expert medical practitioners' lectures are organized on health care.

Common Room:

- To safeguard the privacy of the students, the institution has separate common room for girls and boys.
- To boost and utilize the zeal and energy of youths, the institute has separate provisions of open space cafeteria for boys and girls, where students can freely share their views and ideas.
- The recreation hall, multipurpose hall and library reading room, are the places where students intermingle.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy

sources

Response: 61.73

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 121

7.1.3.2 Total annual power requirement (in KWH)

Response: 196

| File Description | Document |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | View Document |
| Any additional information | View Document |

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 13.55

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 25882

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 191064

| File Description | Document |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | View Document |
| Any additional information | View Document |

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

As the college premises is spread over an area of 51 acres 37 R, it is challenging to maintain the serenity of the campus. The institute has accepted this challenge by developing its own mechanism for waste management. The civil department and campus development committee of the college deals with the issues related to maintenance.

Solid waste Management:

- Dust bins for collection of solid waste are placed at suitable sites in the campus.
- All the biodegradable solid wastes generated in the campus is collected manually and transported with the help of tractor for its composting. The manure produced is used for the plants in the campus.
- Plants litter are regularly collected and used in vermi-composting unit.
- The biodegradable waste material collected from the mess is used for the production of bio-gas which in turn is used for cooking.
- Obsolete glass wares from the laboratories are dumped in a separate cement tank and PRES takes necessary action for its disposal.
- All the scrap material is collected and transported to the central workshop of PRES for further action.

Liquid waste Management:

- The hazardous waste from the laboratories like acids and alkalis are diluted with water and neutralized with weak alkalis'. Further, we have been practicing semi-micro and micro qualitative and quantitative analysis, therefore the wastage of chemicals is minimum.
- Volatile organic solvents used for extraction and synthesis are collected, distilled and reused.
- Exhausted cultures are autoclaved and discarded in the respective laboratories.
- College has installed a Sewage Treatment Plant (STP) to recycle the sewage water from the Science Building, Gymkhana, PG Building, Boys Hostels and Library Building.
- The recycled water is used for gardening and maintaining the lawns.

E-waste management:

A computer hardware engineer from the PRES looks after the maintenance and repairs of computers and allied gadgets. Efforts are made to reduce the quantity of e-waste by the optimum use of electronic devices. PRES takes necessary action on e-waste generated from the campus.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

As the institute is located in low rain fall receiving area, there is always scarcity of water. Thus, the institute has set up a customised rain water harvesting system having a cost of Rs. 4.32 lakhs.

The roof area of science building is 150.87 sq. mt. and the average water collected from the area is 5.0 lakh

ltrs This water is stored in two fibre tanks with the capacity of 5000 and 2000 ltrs placed behind the chemistry laboratories, remaining water is stored in 1.0 lakh ltrs cement tank which is used for general purpose in the campus and excess water is use for ground water recharge. The water is collected and distributed in the laboratories by gravitational flow that has saved the power consumption. This water is lower in salt content which is used for preparation of solution instead of distilled water.

The water collected from the roof of the library building is about 2.8 lakh ltrs which is used to recharge the tube well. The rain water collected from post graduate building is 2.0 lakh ltrs out of which 5000 ltrs is stored in fiber tank situated at east side of the building and excess water is used to recharge the tube well.

The rain water harvesting has benefited to a greater extent and has fulfilled the timely needs of water throughout the year. It helped us to overcome the water scarcity.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The institution has a green campus where environmental friendly practices go hand in hand with academics. The efforts to promote sustainable and eco-friendly campus are carried through various initiatives.

1. Students and staff using

a. Bicycles:

As the college is located in the rural area, there is low frequency of public transportation. Most of the students do not afford private auto vehicles due to their weak financial condition. Thus, students prefer bicycles to commute from home to college and vice versa. College has set up bicycle stands as a part of discipline and security. Along with this the institute has encouraged the students and staff to observe No Vehicle Day to reduce pollution level and conserve energy. Vehicles are parked near the entrance to reduce noise and air pollution.

b. Public Transport:

The institute encourages the faculty members and students to use the public transport for safety, security and fuel conservation. Thus, some of the students and staff use public transport. Bonafide certificates are issued to avail the benefits of concession in state transport.

c. Pedestrian friendly Roads:

Vehicle parking is made available at the main entrance of the college campus. As the campus is vehicle free with some exceptions, the students and staff have a comfortable pedestrian experience through internally connected pedestrian friendly roads. It facilitates the students and staff to interact and socialize with their peers which also improves personal and environmental health along with the quality of life.

2. Plastic free campus:

The use of plastic in campus is minimized by creating awareness among staff and students through orientation by authorities and display boards in premises. Further harmful effects are also triggered through the N.S.S. cleanliness programs. Use of polythene bags less than 80 micron thickness is prohibited in the campus.

3. Paperless office:

College authorities have taken initiatives to make the official work paperless. The two way communication between office and staff about circulars, notices and information are mostly carried out through electronic media. The college has installed an electronic notice board to display various notices, circulars and information for the students. Electronic gadgets are preferred to transfer and store the official data and information. The admission, library and examination section are equipped with the relevant and efficient software which minimizes the use of paper.

4. Green landscaping with trees and plants:

Landscaping of the college is worth seeing and reflects aesthetic sense. Utmost care is taken to develop and maintain landscaping by trained gardeners and supervisor. The campus development committee constituted in the college looks after the development, maintenance and monitoring of the campus. Flora of the campus is enriched with 2745 number of plants with 218 species which includes 1601 trees, 619 shrubs, 238 herbs and 287 climbers. Mango, coconut, tamarind and sapota etc. orchard along with coconut and general plant nursery reflects the vividness in the campus. The botanical garden has endangered, endemic and medicinal plant collection. An adequate financial support is provided for proper care and maintenance of greenery in the campus.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.55

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.52 | 1.01 | 1.84 | 4.17 | 3.12 |

| File Description | Document |
|---|-------------------------------|
| Green audit report | View Document |
| Details of expenditure on green initiatives and waste management during the last five years | View Document |

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

| File Description | Document |
|--|-------------------------------|
| Resources available in the institution for Divyangjan | View Document |
| Any additional information | View Document |
| link to photos and videos of facilities for Divyangjan | View Document |

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 17

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 4 | 3 | 3 |

File Description

Document

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)

Any additional information

[View Document](#)

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 6

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 1 | 1 | 1 |

File Description

Document

Report of the event

[View Document](#)

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

| File Description | Document |
|--|-------------------------------|
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | View Document |

| 7.1.13 Display of core values in the institution and on its website | |
|--|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Provide URL of website that displays core values | View Document |

| 7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Details of activities organized to increase consciousness about national identities and symbols | View Document |

| 7.1.15 The institution offers a course on Human Values and professional ethics | |
|--|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |
| Provide link to Courses on Human Values and professional ethics on Institutional website | View Document |

| 7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions | |
|--|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |
| Provide URL of supporting documents to prove institution functions as per professional code | View Document |

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 50

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 13 | 8 | 9 | 10 | 10 |

File Description

Document

List of activities conducted for promotion of universal values

[View Document](#)

Any additional information

[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

In the beginning of every academic year the ceremony committee list out and plan for organization of celebration of national festivals and birth/death anniversaries of great Indian personalities.

- With the great zeal, stakeholders of the institute participate in organization and celebration of national festivals viz. Independence Day on 15th August and Republic Day on 26th January of every year. After hoisting the flag Principal as a head of the institution address the gathering.
- The institute shoulders the responsibility of organizing Independence and Republic Day ceremony on its campus, on behalf of Pravara Social, Cultural, Educational and Industrial Hub.
- Fourteen troops of NCC, watch-n-ward, band troop, scouts and guides from sister institutes actively participate in march past and the cultural events.
- The Ceremony committee of the institute celebrates birth/death anniversaries of great Indian personalities with enthusiasm of students and faculty.
- The committee executes the plan by displaying notice to the student and staff regarding celebration of birth/ death anniversaries.
- A special assembly in the central porch of the college is organized to pay homage to national leaders, social workers on the day of anniversary. Students and staff voluntarily deliver speech on contribution of great personalities in nation building.

Organization of birth/death anniversaries of great national personalities by ceremony committee.

| Sr. No | Name of event | Date |
|--------|---|----------------|
| 1. | Birth anniversary of Lokmanya BalGangadhar Tilak | 23rdAugust |
| 2. | Death anniversary of Punyashlok Ahilyadevi Holkar | 13th August |
| 3. | Birth anniversary of Padmashri Dr.Vitthalrao Vikhe Patil | 18th August |
| 4. | Birth anniversary of Bharatratna Dr.Sarvapalli Radhakrishnan | 5th September |
| 5. | Birth anniversary of Karmaveer Bhaurao Patil | 22nd September |
| 6. | Birth anniversary of Father of Nation, Mahatma Gandhi and LalBahadur Shashtri | 2nd October |
| 7. | Birth anniversary of MaulanaAbul Kalam Azad | 11th November |
| 8. | Constitution Day | 26th November |
| 9. | Death anniversary of Krantisurya Mahatma Jyotiba Phule | 28th November |
| 10. | Death anniversary of BharatratnaDr.BabasahebAmbedkar | 6th December |
| 11. | Birth anniversary of Krantijyoti Savitribai Phule | 3rd January |
| 12. | Birth anniversary of Swami Vivekanand and RajmataJijamata | 12th January |
| 13. | Death anniversary ofFather of Nation,Mahatama Gandhi | 30th January |
| 14. | Birth anniversary of ChhatrapatiShivajiMaharaj | 19th February |
| 15. | Death anniversary of Krantijyoti Savitribai Phule | 10th March |
| 16. | Birth anniversary of Krantisurya Mahatma Jyotiba Phule | 11th April |
| 17. | Birth anniversary of Bharatratna Dr.BabasahebAmbedkar | 14th April |
| 18. | Death anniversary of Padmashri Dr.Vitthalrao Vikhe Patil | 27th April |
| 19. | Birth anniversary of Padmabhushan Dr.Balasaheb Vikhe Patil | 5th May |
| 20. | Death anniversary of Padmabhushan Dr.Balasaheb Vikhe Patil | 30th Dec. |

File Description

Document

Any additional information

[View Document](#)

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The Institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Financial Transparency

- Daily account sheet is maintained.
- Account section of PRES regularly monitors the accounts record of the college.
- Salary payments of employees are directly transferred to their respective bank accounts.
- The amount of merit and backward scholarship received from government is directly deposited in bank account of the students.
- Annual audit of accounts is carried out and statements of audit are submitted to the government.
- All party payments, remunerations, travelling, dearness allowances and all kind of expenses are made through bank accounts.
- Accounts of grants received from various funding agencies are maintained separately.
- College fees from the students are directly collected through extension counter of Pravara Sahakari Bank Ltd. located on the campus.
- The direct cash transactions are not allowed.
- Monthly Information system (MIS) is in place and data is further forwarded to the PRES.

Academic Transparency

- Admission process is carried out as per the rules and regulations laid by Savitribai Phule Pune University, Pune and the Government of Maharashtra .
- College has adopted the online admission process. Merit list is displayed on the notice board and website followed by counseling session.
- Attendance records of students is maintained and verified by authority.
- Academic diary is maintained along with teaching plan.
- The review of academic activities is taken in the meetings conducted by the respective Head of the Departments.
- Marks of the internal examination are displayed on the notice board and faculty discusses the assessed answer sheets with the students.
- Lectures and practicals are regularly monitored by the respective authority and daily record is maintained.

Administrative Transparency

- The policy of decentralization adopted by the college offers administrative liberty to individuals up to certain extent.
- Opinions of student members are taken into consideration while framing the plans and policies and its implementations.
- The plans and policies are discussed in the meetings for active participation and involvement of stakeholders for successful implementation.
- Regular meetings of the students' council are held for smooth administration.

- Daily bio-metric attendance of teaching and non-teaching staff is maintained.

Auxiliary functions

- Hostelites are free to choose the menu and monitor the quality of food.
- It is mandatory to the teaching faculty to take meal in the college mess on the allotted day and give reviews and suggestions to the mess manager.
- Information regarding campus interview, selections procedures and various vacancies are directly communicated to students through website notice boards and social media.
- Selection of students in co-curricular, extra-curricular and extension activities is carried out on the basis of merit, Skills quality and competency by respective committees.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Title of the Practice-1 : 'Earn and Learn Scheme'

Objectives of the Practice :

- The main objective of the scheme is to help the poor and needy students to pursue higher education independently.
- To inculcate the habit of self-discipline and cultivate the dignity of labour among the students.
- To develop a student as a multifaceted personality with academic excellence and a commitment to an egalitarian society.
- To give hands-on experience of official, technical and field work to the students and to enhance their employability.

The Context

- This scheme is basically undertaken for the benefit of students coming from the rural areas, which are economically backward, intelligent, and meritorious but cannot afford higher education.
- It is found that most of the students admitted in the scheme were having inferiority complex and felt isolated. This scheme helps students to overcome these problems by instilling work ethics, self-discipline, confidence building, and personality development among them.
- This scheme provides official and technical work exposure to the students.
- The students from the economically marginalized sections who have urge to pursue higher education but unable to work outside due to constraint of time, this scheme offers opportunities to learn by earning.

The Practice

- This scheme was implemented since inception of the college.
- Students who are admitted in the college are eligible to apply for this scheme. 'Earn and Learn

Committee' scrutinizes the collected forms and allots work that can be easily done by the selected candidate. However when the work is distributed care is taken that each student gets eighty percent of technical work and twenty percent of fieldwork.

- Office work includes library work, any administrative office work, technical work, etc., while field work includes garden work, maintenance of play grounds and cleanliness of the campus etc.
- Each student is expected to work for three hours daily. Students working under this scheme are paid Rs.45 per hour.
- These students are provided hostel and mess facilities at concessional rates. Every year Mattresses, mosquito nets and warm clothes are provided through personal funds of Late Dr. Balasaheb Vikhe Patil (*Padmabhushan awardee*), Former Chairman PRES. Along with it, book bank facility is also made available. The institute provides financial assistance through poor boys fund and renders assistance in availing scholarships from various agencies.
- Students are motivated through 'Best Student Award' and 'Shekhar Suman Award' for their dedication towards work and outstanding performance.

Evidence of Success

- As the target is to help poor and needy aspirants to pursue higher education, institution exceeds intake capacity and also bears additional expenditure.
- To give impetus to the work culture among students, institute has effectively implemented earn and learn scheme along with various activities to inculcate self-discipline and work ethics.
- An amalgamation of education and work has helped to fulfill the urge of education with earning to be a part of main stream.
- The scheme has provided an opportunity to develop various skills which has been reflected in placements of the students in various organizations.

Problems Encountered and Resources Required

- The number of admitted students in the scheme is limited due to the financial constraints.
- Difficulty in short listing of the students due to more demand

Title of the Practice-2 :*Padmashri Dr. Vitthalrao Vikhe Patil Memorial Lecture Series*

Objectives

- The founder father of PRES Late Padmashri Dr. Vitthalrao Vikhe Patil has worked throughout his life for the upliftment of rural masses to instill confidence, enthusiasm and a feel of togetherness among the masses. He pioneered the cooperative movement in Asia as a tool to change social, political, economic and educational scenario in rural Maharashtra.
- **Lecture Series** has been started by the institute to keep his thoughts alive.
- To focus on the current issues related to the social, political, economic and educational areas etc.
- To encourage the rural masses for rational thinking and develop social awareness among them.
- To popularize the modern agricultural practices and farm management techniques among the farmers.
- To imbibe the thoughts of social reformers and national leaders to instill the feelings of patriotism.

The Context

- Padmashri Dr. Vitthalrao Vikhe Patil was a social activist and pioneer of the cooperative movement with ostensible missionary aim to serve the people. He initiated the process of social empowerment, social upliftment and capacity building to encourage self-reliance. He believed that education, health care and higher women literacy rate improves the quality of life.
- The series is successful in keeping alive and conveying his thoughts to various sections of the society.
- Through this lecture series students, teachers and villagers get an opportunity to listen the eminent personalities from various fields.
- The series helps the agrarian community to cater the knowledge about advances in agricultural technology.
- The thoughts of social reformers and national heroes provoke feelings of patriotism and social harmony.

The Practice :

- **Lecture** Series is an intellectual feast for the audience. The College organizes the series on the campus for seven days every year in the month of December. The reputed personalities from the vicinity are invited for the series.
- Lecture Series committee monitors the planning and execution of the lecture series. The information regarding the schedule, speakers and topics etc. is communicated through press conference and by other means well in advance so that the students, staff and citizens in the region attend the program. College organizes the event in the evening after 5.30 pm which is followed by the interactive session.
- Eminent personalities and activists from various spheres of life are invited as speakers. The subjects are selected considering various issues, trends and sociological, educational, economic, historical and political changes. The topics achieve the relevance and interpretation of the ideas in relation with present social, cultural and educational scenario. It aims at orientation of the audience on various current issues.
- The invited speakers offer new insights on various issues so that positive understanding of the present situation could be understood.
- The response to the series is overwhelming.
- Till today about 119 eminent personalities have addressed from the dais on various issues.

Evidence of Success

- The lecture series has been fruitful in imbibing the thoughts of Padmashri Dr. Vitthalrao Vikhe Patil among the students, staff and citizens. The overwhelming response and increasing number of audience for last 17 years itself is an evidence of its success.
- The lecture series has been popularized to such an extent that the speakers even from metropolitan cities are eager to accept the invitation and share their views on this platform.
- The success of the lecture series lies in the selection of the subject, topic and the speakers belonging to social, political, economic, educational areas etc. It is an intellectual feast for audience which has woven the ideas of the speakers in a systematic manner with relevance to the contemporary issues.
- In the modern world, our society needs qualitative improvement in the daily walks of life. Political, spiritual, social, historical, agricultural, technological, medical and educational elites put effort for

productive and creative solutions to the problem by thinking in rational manner. With this background the following topics are addressed through this lecture series.

Problems Encountered and Resources Required

- The availability of dates of speakers is a major constraint and hence the two months prior planning has to be done.
- In any unavoidable circumstances, substitute speakers are to be arranged.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Training and Placement Cell

“Providing quality education in emerging fields to produce knowledgeable and cultured human resource, contributing to the process of national development” for accomplishment of this vision, the college authority is striving and has developed various facilities in the institute. The placement cell is one of the distinctive activities among them.

It was established in 1994 to provide relevant information regarding employment, job opportunities and arrange campus interviews. This cell works in coordination with Training and Placement Cell of PRES which is established to achieve the objectives. Chairman of PRES arranges regular meetings of the Training and Placement officers to review and further guidance. The main aim of the Mega Alumni Meets organized by PRES at national and international levels was to improve the placements of every individual institute. Our institute had actively participated in those meets.

The main objectives of the Placement cell are:

- To procure information of employment avenues from various sources.
- To identify job opportunities in service sectors, industries, institutions etc. and communicate with them.
- To develop the communication skills, soft skills and personality development amongst the students.
- To arrange campus interviews and provide necessary assistance before and after placement.

The cell compiles and maintains the students' educational data and provides the information regarding various job opportunities to them.

The cell interacts with various sectors and organizations and collects the information about vacancies. The cell taps appropriate opportunities and communicates with respective organizations for arranging campus interviews.

Daily/weekly/special editions of employment news, bulletins, advertisements, pamphlets, posters from various employment agencies are regularly displayed on the notice board. The e-media is also widely used to obtain the information and communicate the same.

Students are counseled and motivated by the senior faculty and members of the cell. Further difficulties and doubts of the candidates and their parents are also resolved even after the interviews.

In the last five years the cell has arranged 70 campus recruitment programmes of reputed companies and 2697 candidates are recruited irrespective of the candidates placed through off-campus interviews.

Hard work and professional skills of the college students have set a benchmark which attracts the recruiters to voluntarily and consistently conduct placement drives in the institute. Frequent campus drives have been arranged by reputed organizations like Macleods Pharmaceutical Ltd. Mumbai, Aarti Drugs Ltd. Tarapur, Mumbai, Dhoot Transmission, Pvt. Ltd. Aurangabad, Harman Finocem Ltd. Aurangabad, Seco Tools India Pvt. Ltd. MNC, Pune, HDFC Bank Pune., Wipro Technologies, Ltd. Bengaluru, Mylan Pharmaceuticals, Sinnar, Winfostar Technology Pvt. Ltd. Nashik, Videocon Industries, Aurangabad, ICICI Bank Pune, Swatantra Microfine Pvt. Ltd. Mumbai, Lupin Pharmaceuticals, Pune, Kotak Mahindra Bank, Pune, Gigant Technologies Pvt. Ltd. Pune, Accurate Sells and Services Pvt. Ltd. Pune, WNS Global Service Pvt. Ltd. Pune, Precious Software Pvt. Ltd. Pune, Elite Software Pvt. Ltd. Pune, Locus Computers Pvt. Ltd. Pune, CWD Solutions (Software) Pvt. Ltd. Pune, Technospark Software Services, Pune, Flamingo Pharmaceuticals Ltd. Mumbai, XUDU Technologies Pvt. Ltd. Pune, Is Plus Technologies Pvt. Ltd. Pune, Wow Infotech Pvt. Ltd. Nashik, Vodafone Pvt. Ltd. Pune etc.

Global Talent Track (GTT) in association with NASSCOM has arranged workshop to train the students regarding writing of proper curriculum vitae, personal interview and group discussion techniques. One day training programme on Web Designing was organized for computer science student to increase skill and competency. ICICI Bank officials organized one day seminar on Various Opportunities in Banking Sector.

Following data reflects that the numbers of recruiters from pharmaceutical, IT, Banking and other service sectors and recruitees in the same have been increasing every year.

Hard work and professional skills of the college students have set a benchmark which attracts the recruiters to voluntarily and consistently conduct placement drives in the institute. Thus, the numbers of recruiters and recruitees have increased every year for campus interview.

| Year | Number of Companies Visited and Interviews organized | Student Appeared for Interview | No. of students Selected |
|----------------|--|--------------------------------|--------------------------|
| 2013-14 | 10 | 837 | 375 |
| 2014-15 | 16 | 864 | 464 |

| | | | |
|----------------|-----------|-------------|------------|
| 2015-16 | 12 | 1198 | 533 |
| 2016-17 | 14 | 1531 | 618 |
| 2017-18 | 18 | 1410 | 707 |

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

NAAC

5. CONCLUSION

Additional Information :

Atmosphere in Padmashri Vikhe Patil College is very much congenial with clean, green campus enriched with well-equipped infrastructural facilities suitable for all types of curricular, co-curricular and extra-curricular activities.

Life in the college starts at dawn, when some hostel students and staff do exercise, practice yoga and play games, while NCC cadets are engaged in parade.

The teaching programme starts at 7.40 am till 12.50 pm for Arts and Commerce faculties, while Science practicals commence at 9.00 am and end at 12.30 pm. Regular classroom teaching for Science faculty starts at 1.00 pm. The staff and students in dress-code, reach the college in time. After recording attendance on biometric system the staff gets engaged in the scheduled work. An interval of 10 minutes enables the staff and students to relax and refresh for the next session, which lasts till 5.30 pm. During leisure time, staff and students visit the library or read newspapers, participate in other activities. In the evening, students take part in sports and other recreation programmes. The students from 'Earn and Learn Scheme' do the work assigned to them.

In the month of December, a weeklong Padmashri Vikhe Patil memorial lecture series related to social, economic, political, historical, women and child issues is organized every year. The students enthusiastically present their talents in a variety of cultural programmes in the annual social gathering at the end of January. Thus, the college preserves the academic and social ambiance to strengthen the physical and mental aspects in eco-friendly environment.

Concluding Remarks :

The college is permanently affiliated to the Savitribai Phule Pune University, Pune and is approved u/s 2(f) and 12(b) of the UGC act 1956. Atmosphere in Padmashri Vikhe Patil College is very much congenial with clean, green campus enriched with well-equipped infrastructural facilities suitable for all types of curricular, co-curricular and extra-curricular activities. The college offers co-education in the faculties of Humanities, Science and Commerce at graduate and post graduate level. The institution consistently takes efforts to impart and sustain quality education to achieve academic excellence. The admission process is transparent. The practice of mentoring the students has strengthened the student-teacher relationship. The institute has been promoting research culture among the students and faculty. Institute takes all the necessary initiatives for holistic development of the students.

The vision and mission statements of the institute focus on the development and up-liftment of the weaker and marginalized rural masses. Institute has been taking efforts for gender sensitization among the students by various initiatives. Use of renewable energy resources coupled with LED and awareness activities on the campus has minimized the power requirement of the institution. 'Earn and Learn Scheme' and a weeklong Padmashri Dr. Vitthalrao Vikhe Patil Memorial Lecture Series are the best practices of the institution while the placement cell is its distinctive activity. The institution maintains transparency in financial, academic, administrative and its auxiliary functions. Thus, college preserves the academic and social ambiance to strengthen the physical and mental aspects in eco-friendly environment.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.1.3 | <p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>04</td> <td>07</td> <td>24</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0</td> <td>4</td> <td>1</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 04 | 04 | 07 | 24 | 21 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2 | 1 | 0 | 4 | 1 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 04 | 04 | 07 | 24 | 21 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 2 | 1 | 0 | 4 | 1 | | | | | | | | | | | | | | | | | |
| 1.4.2 | <p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p> | | | | | | | | | | | | | | | | | | | | |
| 2.4.4 | <p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>9</td> <td>6</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>2</td> <td>1</td> <td>4</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 7 | 9 | 6 | 2 | 4 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 6 | 6 | 2 | 1 | 4 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 7 | 9 | 6 | 2 | 4 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 6 | 6 | 2 | 1 | 4 | | | | | | | | | | | | | | | | | |
| 3.2.2 | <p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p> <p>Answer before DVV Verification:</p> | | | | | | | | | | | | | | | | | | | | |

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 0 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 0 |

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 4 | 4 | 3 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 1 | 0 | 0 |

5.3.1 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) during the last five years.

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 8 | 1 | 7 | 7 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 2 | 1 | 1 | 3 |

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the

last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 12 | 5 | 34 | 40 | 15 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 12 | 5 | 11 | 40 | 15 |

Remark : HEI input edited according to provided documents.

| | |
|-------|--|
| 7.1.3 | <p>Alternate Energy initiatives such as:</p> <p>1. Percentage of annual power requirement of the Institution met by the renewable energy sources</p> <p>7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH) Answer before DVV Verification : 110830 Answer after DVV Verification: 121</p> <p>7.1.3.2. Total annual power requirement (in KWH) Answer before DVV Verification : 191064 Answer after DVV Verification: 196</p> |
| 7.1.4 | <p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH) Answer before DVV Verification : 25882</p> <p>7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 76020 Answer after DVV Verification: 191064</p> |

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|--|
| 1.1 | <p>Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 61 Answer after DVV Verification : 443</p> |