



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

FERGUSSON COLLEGE(AUTONOMOUS) PUNE

FERGUSSON COLLEGE ROAD, DECCAN GYMKHANA, PUNE- 411004

411004

www.fergusson.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Fergusson College is a 137-year-old college and one of the premier institutions in the field of higher education. The college is a bi-faculty (Arts and Science) coeducation College. It offers a wide range of academic programmes in Arts and Science. The college offers 29 undergraduate, 19 postgraduate and 12 doctoral programmes covering both faculties. The college is affiliated to Savitribai Phule Pune University (formerly University of Pune) and became autonomous in June 2016.

The College was accredited by NAAC in 2004 (first cycle) with “A” Grade, in 2010 (second cycle) with “A” grade (CGPA 3.26) and “A” grade (CGPA 3.62) in 2015 (third cycle). The College has been recognized by UGC as “*College with Potential for Excellence*” and subsequently as ‘*College of Excellence*’.

The College has participated in NIRF ranking since 2017. The NIRF ranks are as follows:

Year	Rank
2017	35
2018	19
2019	27
2020	42
2021	96
2022	57

Ten Science departments are recognized under DBT STAR College Scheme since 2014 till date, out of which **four** Science departments have achieved STAR status under the scheme. The college also received UGC STRIDE transdisciplinary scheme, which has promoted interdisciplinary / transdisciplinary training and learning across the departments.

The college follows governance structure as per UGC regulations for autonomous colleges (amended from time

to time). Statutory and non-statutory committees, and three offices of the college ensure smooth functioning of academic and administrative processes. Apart from this, the college has established Institutional Ethics Committee (IEC) and Institutional Biosafety Committee (IBSC) for enhancing the quality of research.

Vision

We aspire to carry forward the Vision of our founders of providing affordable quality education, while expanding our academic horizons to bring the institution on par with global leaders in the field of higher education.

Mission

Strive for excellence in education in keeping with the motto of the college, “Knowledge is Power” and prepare young minds for imbibing knowledge, skills and sensitivity.

Goals

- To impart quality education through traditional and innovative learning practices.
- To provide a dynamic and creative academic environment, to tap and nurture talent for the development of professional skills and an all-round personality.
- To inculcate good moral values and a sense of nationalism, in keeping with the glorious heritage of the institution.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of the Institution

1. Brand reputation to attract the best talents amongst students and teachers.
2. Lively cosmopolitan atmosphere with students from India and abroad.
3. Huge lush green campus with marked spaces for curricular and extra-curricular activities.
4. Diversity of courses / subjects offering a platform for overall growth of students.
5. Competitive curriculum in sync with industry.
6. International collaborations.
7. NIRF ranked college.

Institutional Weakness

Institutional Weaknesses

1. Very few industrial collaborations.
2. Great pool of alumni, but weak alumni network.
3. Need of independent “Student Facilitation Centre”.
4. Less interdisciplinary research.
5. Data management system needs improvement.

Institutional Opportunity

Institutional Opportunities

1. Establishment of Centre for Excellence for data analytics, IoT and embedded systems.
2. Funded research projects.
3. International collaborations with blended academic programmes.
4. Growing demand for newer learning modules from different segments of society.

Institutional Challenge

Institutional Challenges

1. Dependence of financial resources (self Sufficiency).
2. Adapting curricula to rapidly-changing socio-eco-political and techno environment.
3. Training teachers for capacity building in new areas of teaching and research.
4. Technical constraints on employing teaching and non-teaching staff.
5. High recurring cost of maintenance of infrastructure.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college offers **29** undergraduate (UG), **19** post graduate programmes (PG), **4** B. Voc. Programmes and **12** Doctoral Programmes. New post graduate programmes in Computer Applications, Data Science and Zoology have been introduced after becoming autonomous. Two new programmes in B. Voc. Fashion Technology and Interior Design have been started from 2023.

The college offers CBCS system. Every department studies the curricula offered by national and international institutions. Once the revised curricula are approved by the Board of Studies, the implementation process begins.

The UG programme structure consists of Core, Department Specific Elective and Skill Enhancement courses. Project based learning is included in UG and PG academic programmes for Arts. The Science programme structure is similar to that of Arts but offers more Skill Enhancement courses. Internship is mandatory for all PG science programmes. A student also has to complete 12 additional credits.

Curriculum enrichment is a continuous process with hands on training / workshops, seminars, field studies, visits to CSIR institutes, industries, banks (RBI) and Parliament. Case studies for Data Science are conducted by industry experts. The course in Democracy, Election and Governance (2 credits) is mandatory for all UG students while Human Rights, Cyber Security and Introduction to Constitution courses are mandatory for all PG students. Similarly, value added courses like “Sanskrit in Science”, Research Methodology for Humanities, Forensic Science, and Use of “R” for Life Sciences etc., are open for all students.

Feedback given by all stakeholders helps in keeping the curricula updated and dynamic.

Teaching-learning and Evaluation

The college follows a transparent online admission process and provides equal opportunity to all eligible applicants as per regulations of the University and the State Government. They are guided through admission counselling process. After admissions, students are exposed to structured mentoring with a mentor teacher. Students who need personal counselling are referred to “*Maanas*” counselling centre. Diagnostic test for PG students helps in assessing student subject knowledge at entry level.

Some innovative approaches in teaching-learning include use of ICT tools (MS Teams-online), e-resources, learn by doing in the laboratory activity, problem solving, use of models, debates, role playing, skits and hands on workshops etc., for special techniques used in laboratories. Use of films, documentaries, posters, songs, proverbs, short stories and simulation exercises makes learning interesting and effective. Bridge and remedial teaching are part of the learning process.

Students have opportunities to undertake mini projects funded under various schemes of UGC and DBT. Environment sustainability, ethics, professional practice and gender sensitization are integral components of curricula and teaching-learning. Students can enrol for MOOCs for which credits are assigned.

The curricula are OBE based and evaluation is conducted to appropriately assess student realization of learning outcomes. There are two internal tests and one end semester exam. Internal assessment is student choice based and one online assessment is administered through ITLE system. A sufficient number of computer machines, *wi-fi* zones, DLPs, connectivity through LAN etc., help in creating a conducive learning environment.

Student feedback taken every semester helps in strengthening the teaching-learning process.

Research, Innovations and Extension

The college equips researchers with proper procedures and policies for research (promotion, consultancy, ethics, IPR), IEC and IBSC to support and approve research proposals. Seed money is provided to teachers through an established mechanism.

Grants from UGC and DBT have been mobilized for adding equipment for research. Teachers have research projects funded by BRNS, ISRO, UGC-DAE, University and DST.

The college has supported innovation by organizing competitions like “*Innovision*” and “*Hackathon*”. Similarly, regular seminars / workshops on IPR were organized. Dr. P. C. Shejwalkar Centre for Entrepreneurship and Innovation” has been established to support innovation. Teachers have published

265 papers in UGC Care / Scopus indexed journals.

Some recent achievements:

- Science Academies - *INSA* Research fellowship / Raman fellowship / Göttingen scholarship
- Exchange programme with Jagiellonian University, Poland under ERASMUS plus.
- *Kirloskar Vasundhara* award for green campus.
- The largest practical session on the solar eclipse was carried out by the Department of Physics in collaboration with *Aseemit Space Foundation* and Environment Centre.
- Award for promoting *Tobacco Control* activities by Government of Maharashtra.

Consultancy is provided to KPIT, Pvt., Ltd., Pune, for screening prospective employees and providing training in basic mathematics. Other areas of consultancy include Petrology, Hydrogeology and corporate training for IT industries.

College SOEC (Social Outreach and Enabling Center) has MoUs with NGOs for implementing outreach activities. The activities focus on National Missions and local social issues such as inclusive schools, educating underprivileged children, creating awareness regarding diseases in women, red dot campaign, gender sensitization etc. The college also has MoUs with industries and international universities (Jageillonian University, Krakow, Poland) for academic exchange.

Infrastructure and Learning Resources

Facilities consisting of classrooms, laboratories, spaces for curricular and extra-curricular activities, such as auditorium, seminar hall, and common staff room and counselling centre are available on the campus. Each science department is housed in an independent building. Classrooms are equipped with ICT infrastructure and laboratories with instruments/equipment for teaching and research. Hostels are available for boys and girls. There is a central instrumentation facility too that is available to all. *Bai Jerbai Wadia* library is one of the oldest libraries in the state. Library services are automated and available with ILMS on college ERP system. Sports facilities for indoor and outdoor games are well-maintained and well-equipped, and are used regularly by students. The seven lawn tennis courts on the campus are a major highlight. The entire campus is disabled friendly.

The college has a policy for IT, *wi-fi* and cyber security. All processes with regard to student life cycle (Academic and administration) are conducted through ERP system. *Wi-Fi* zones have been created on the campus and interactive smart TVs have been installed in classrooms and seminar halls. The campus is connected through LAN, 10 Gbps fibre and net connectivity (lease line) with 100 Mbps speed. There are 927 computer machines with licensed WINDOWS OS and software required for teaching-learning. The college also has licensed copy of Microsoft Teams for online teaching-learning.

The campus area is 65 acres. Budgetary provisions are made for upkeep of entire campus. The campus has well maintained green spaces. Dry waste is collected in the botanical garden and is recycled. Waste water is recycled and used for maintaining gardens. Repairs and new construction are executed by the estate department of Deccan Education Society (DES).

Student Support and Progression

Students are supported in various ways for their career / academic progression. Students are also mentored through a dedicated mentoring team and a mechanism in place to mentor each student. The *Career Facilitation Centre* organizes pre-placement and campus placement drives for all students and provides training / workshops by industry experts. The college has a *Student Welfare Committee* through which the welfare scheme, *Earn and Learn* is implemented. Apart from this, State government and University level scholarships / freeships are given. Private scholarships offered by *Dabke Foundation*, *Champutai Gokhale*, *Power master Engineering Services* and *Nischal Israni Foundation* are given to meritorious and needy students. *Poor Boys' Fund* has been set up by the parent organization (DES) for needy students.

The open learning atmosphere of the college helps students to showcase talents in various ways. Higher order thinking and problem solving is promoted through assignments, internships and industry linkages. Cultural fests and departmental fests include exhibitions, talks by personalities from different walks of life, debates and model making. Students coordinate and manage all activities and develop leadership qualities. The Department of Physics organizes "*Frontiers in Physics*" every year, which promotes open discussions and career guidance. Working for SOEC instils a sense of social responsibility in students and promotes group learning. Similarly, the NSS, NCC and Sports units of the college equip students with life skills, and the National Integrity Tour (North East) help them understand diverse cultures in our country. More than 300 training programmes and workshops (some interdisciplinary) have been conducted for students.

The Alumni Association is a company under Section 8 of the Company Act (Fergusson College Alumni Association) to promote networking with alumni. Departments have *Alumni Connect* programme which help in involving alumni as Resource persons for talks and workshops. The recent example being the "*Frontiers in Physics-XP*" where all the resource persons were alumni.

Students are also supported financially through funds from the DES and well wishers such as Nischal Israni Foundation, Dabke Trust (for projects), Champutai Gokhale Scholarship, all these in addition to State/University Scholarships/ Freeships.

Governance, Leadership and Management

The college is managed by DES. The college has governance structure as per guidelines for autonomous colleges by UGC. The administrative structure is supported by the Principal, 3 Vice Principals and administrative staff which is divided into 3 sections - Grant-in-aid office, Self-Finance Office and Accounts / Finance Section. The college follows a participative decision-making process which is evident through various statutory and non statutory committees to ensure smooth functioning of college.

Strategies like interdisciplinary learning, enhancing learning experience along with career development and providing a meaningful learning engagement are developed by the departments and IQAC. Funds received through schemes are utilized as per guidelines and after approval of the Principal and the Management. Fund utilization under schemes is done through committees set up for such purpose. This has resulted in good infrastructure for research and allied activities in the college. Major infrastructural changes are carried out by the Estate department of DES.

Faculty members are given opportunities to participate in FDPs and other workshops for competency enhancement. Training by industry experts, especially for consultancy services are also undertaken by IQAC.

Quality Initiatives

- Implementation of autonomy.
- Preparation and presentation of DPR, Statutes, Ordinance for State University under RUSA scheme 2.0 (upgradation of autonomous college to State University).
- Bench marking curricula, revising credit structure, introduction of skill enhancement courses and project based learning.
- Implementation of OBE and integrating it with evaluation methods.
- Mentoring and online feedback mechanism and its utilization for overall growth of College.
- Establishment of Institutional Ethics Committee (IEC) and Institutional Biosafety Committee (IBSC).
- MoUs / linkages with NGOs, Industry and international collaborations for academic excellence.
- Seed grant for research, upgradation of infrastructure for research and IT.

Institutional Values and Best Practices

Our Values

- Commitment to academic and all round excellence
- Respect for all and inclusiveness
- Alliance with the Community
- Encouragement of Innovation, Experimentation and Creativity

The college has made efforts to create gender equality, address climate issues and practise sustainable methods. It also has provided basic education in human values and professional ethics, which is also a mandatory credit course. The college also practices environment sustainable approaches, like use of renewable energy, LED lights, water recycling and awareness on a large scale like ‘*Carbon Neutral Campus Rally*’ in collaboration with Terre Policy, ‘single use plastic free’, which have been appreciated by Consulate General of Norway. The campus is awarded with “*Kirloskar Vasundhara Green Award*”, apart from being *Divyangjan* friendly. ‘*SAATHI*’ ensures appropriate care and progression of blind students. The entire campus is kept under security services 24X 7 and surveillance through 228 CCTV cameras. The college observes “*International Yoga Day*”, “*Louis Braille Day*” and “*World Environment Day*”.

Best Practices

1. Fostering active learning strategies in Teaching-Learning.
2. Diversification of Social Outreach Activities and fostering social responsibility.
3. Efforts for differently abled students - SAATHI Enabling Centre.
4. Organization of Frontiers in Physics - A National Student Seminar, every year.

Institutional Distinctiveness

- Legacy of social and educational ethos inspired by the Indian Renaissance.
- Brand value - recognition at National and International levels.
- Vast campus with green spaces and heritage buildings.
- Vibrant cosmopolitan campus.
- Inclusiveness in all aspects of education.
- Intellectually stimulating environment with cultural richness.
- Focus on holistic development of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FERGUSSON COLLEGE(AUTONOMOUS) PUNE
Address	Fergusson College Road, Deccan Gymkhana, Pune- 411004
City	Pune
State	Maharashtra
Pin	411004
Website	www.fergusson.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ravindrasing Pardeshi	020-67656001	9225340906	-	principal@fergusson.edu
IQAC / CIQA coordinator	Samir Terdalkar	020-67656603	9822184006	-	sterdalkar@fergusson.edu

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, Prior to the Grant of	02-01-1885

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	16-06-2016

University to which the college is affiliated		
State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-11-2014	View Document
12B of UGC	24-11-2014	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				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	30-09-2011
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	UGC CE Scheme UGC STRIDE Scheme and DBT STAR College Scheme
Date of recognition	28-02-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Fergusson College Road, Deccan Gymkhana, Pune-411004	Urban	65	21336.61

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,Economics	36	HSSC	English,Marathi	120	116
UG	BA,English	36	HSSC	English	55	53
UG	BA,French	36	HSSC	English	15	5
UG	BA,German	36	HSSC	English	15	13
UG	BA,Hindi	36	HSSC	Hindi	15	11
UG	BA,History	36	HSSC	English	40	37
UG	BA,Marathi	36	HSSC	Marathi	35	33
UG	BA,Philosophy	36	HSSC	English	15	14
UG	BA,Political Science	36	HSSC	English,Marathi	75	69
UG	BA,Psychology	36	HSSC	English	88	83
UG	BA,Sanskrit	36	HSSC	Marathi	15	11
UG	BA,Sociology	36	HSSC	English	25	23
UG	BSc,Animation	36	HSSC	English	66	65
UG	BVoc,Digital Art And Animation	36	HSSC	English	50	47

UG	BVoc,Media And Communication	36	HSSC	English	50	48
UG	BVoc,Fashion Technology	36	HSSC	English	50	0
UG	BVoc,Interior Design	36	HSSC	English	50	0
UG	BSc,Biotechnology	36	HSSC	English	49	45
UG	BSc,Botany	36	HSSC	English	30	15
UG	BSc,Chemistry	36	HSSC	English	150	128
UG	BSc,Computer Science	36	HSSC	English	160	158
UG	BSc,Electronic Science	36	HSSC	English	80	34
UG	BSc,Environmental Science	36	HSSC	English	44	42
UG	BSc,Geology	36	HSSC	English	80	60
UG	BSc,Mathematics	36	HSSC	English	100	57
UG	BSc,Microbiology	36	HSSC	English	88	86
UG	BSc,Physics	36	HSSC	English	120	90
UG	BSc,Statistics	36	HSSC	English	80	70
UG	BSc,Zoology	36	HSSC	English	50	39
PG	MA,Economics	24	BA Economics	English	60	50
PG	MA,English	24	BA English	English	60	59
PG	MA,Marathi	24	BA Marathi	Marathi	60	26
PG	MA,Psychology	24	BA Psychology	English	52	49

PG	MSc,Biotechnology	24	BSc Biotechnology	English	26	26
PG	MSc,Botany	24	BSc Botany	English	26	26
PG	MSc,Chemistry	24	BSc Chemistry	English	52	52
PG	MSc,Chemistry	24	BSc Chemistry Botany Zoology Microbiology	English	26	26
PG	MSc,Chemistry	24	BSc Chemistry	English	52	50
PG	MSc,Computer Science	24	BSc Computer Science BSc General BE BTech	English	33	29
PG	MSc,Computer Science	24	BSc Computer Science BCA BE BTech	English	66	63
PG	MSc,Computer Science	24	BSc Computer Science	English	66	63
PG	MSc,Electronic Science	24	BSc Electronic Science	English	52	36
PG	MSc,Environmental Science	24	BSc Environmental Science Botany Zoology	English	26	25
PG	MSc,Geology	24	BSc Geology	English	26	26
PG	MSc,Mathematics	36	BSc BE BTech	English	33	31
PG	MSc,Microbiology	24	BSc Microbiology	English	52	49

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PG	MSc,Physics	24	BSc Physics	English	54	53
PG	MSc,Zoology	24	BSc Zoology	English	26	25
Doctoral (Ph.D)	PhD or DPhil,Economics	60	MA Economics	English	4	0
Doctoral (Ph.D)	PhD or DPhil,English	60	MA English	English	14	5
Doctoral (Ph.D)	PhD or DPhil,Marathi	60	MA Marathi	Marathi	30	21
Doctoral (Ph.D)	PhD or DPhil,Botany	60	MSc Botany	English	22	10
Doctoral (Ph.D)	PhD or DPhil,Chemistry	60	MSc Chemistry	English	18	13
Doctoral (Ph.D)	PhD or DPhil,Electronic Science	60	MSc Electronic Science	English	20	10
Doctoral (Ph.D)	PhD or DPhil,Environmental Science	60	MSc Environmental Science	English	10	8
Doctoral (Ph.D)	PhD or DPhil,Geology	60	MSc Geology	English	10	2
Doctoral (Ph.D)	PhD or DPhil,Mathematics	60	MSc Mathematics	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Microbiology	60	MSc Microbiology	English	6	2
Doctoral (Ph.D)	PhD or DPhil,Physics	60	MSc Physics	English	34	19
Doctoral (Ph.D)	PhD or DPhil,Zoology	60	MSc Zoology	English	12	2

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	19				26				89			
Recruited	15	4	0	19	12	14	0	26	34	26	0	60
Yet to Recruit	0				0				29			
Sanctioned by the Management/Society or Other Authorized Bodies	0				4				132			
Recruited	0	0	0	0	2	2	0	4	27	72	0	99
Yet to Recruit	0				0				33			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				132
Recruited	85	19	0	104
Yet to Recruit				28
Sanctioned by the Management/Society or Other Authorized Bodies				82
Recruited	57	25	0	82
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				4
Recruited	4	0	0	4
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	15	4	0	11	12	0	14	18	0	74
M.Phil.	0	0	0	2	1	0	2	1	0	6
PG	0	0	0	1	3	0	13	13	0	30
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	15	0	20
M.Phil.	0	0	0	0	0	0	0	5	0	5
PG	0	0	0	0	0	0	27	46	0	73
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		22	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
UG	Male	1874	122	4	66	2066
	Female	2098	227	6	71	2402
	Others	0	0	0	0	0
PG	Male	641	26	0	25	692
	Female	714	63	1	4	782
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	28	2	0	0	30
	Female	45	0	0	0	45
	Others	0	0	0	0	0
Diploma	Male	57	0	0	0	57
	Female	138	0	0	0	138
	Others	0	0	0	0	0
Certificate / Awareness	Male	36	0	0	0	36
	Female	27	0	0	0	27
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	134	150	148	159
	Female	99	102	128	154
	Others	0	0	0	0
ST	Male	50	62	47	47
	Female	28	27	29	50
	Others	0	0	0	0
OBC	Male	350	335	339	341
	Female	267	281	340	369
	Others	0	0	0	0
General	Male	477	526	466	475
	Female	711	648	626	729
	Others	0	0	0	0
Others	Male	69	64	43	24
	Female	43	39	22	15
	Others	0	0	0	0
Total		2228	2234	2188	2363

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Animation	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Computer Science	View Document
Digital Art And Animation	View Document
Economics	View Document

Electronic Science	View Document
English	View Document
Environmental Science	View Document
Fashion Technology	View Document
French	View Document
Geology	View Document
German	View Document
Hindi	View Document
History	View Document
Interior Design	View Document
Marathi	View Document
Mathematics	View Document
Media And Communication	View Document
Microbiology	View Document
Philosophy	View Document
Physics	View Document
Political Science	View Document
Psychology	View Document
Sanskrit	View Document
Sociology	View Document
Statistics	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Fergusson College being autonomous from year 2016, has consistently made efforts to promote multi-disciplinary / inter-disciplinary learning on the campus. Some of the highlights are: 1. Students from science learn 4 credit course related to language viz. English, French, German, Hindi, Marathi, Sanskrit. 2. Arts / Humanities students learn 2 credit course on Environment Awareness. 3. Students from PG
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	<p>section are made aware of Cyber Security (2 Credit), Human Rights (2 Credit) and Introduction to Constitution (2 Credit). Similarly, all UG students learn about Democracy, Election and Governance (2 Credit) Course. 4. The Transdisciplinary courses are conducted through UGC - STRIDE Component sanctioned to the college, where focus is on Transdisciplinary learning. 5. College has proposed four years undergraduate (FYUG) where in addition to single discipline BA / BSc Honours program, emphasis is given to multidisciplinary programs like BA in Social Sciences / Humanities / languages and BSc in Life Sciences / Physical Sciences / Earth Sciences / Chemical Sciences / Mathematical & Computational Sciences. Fourth year of UG is dedicated to research / internship in multi-disciplinary / interdisciplinary / transdisciplinary area, which will help to find solutions to society's most pressing issues & challenges. Students can earn extra 2 / 3 / 4 credits by participating in NSS, NCC, Sports, Social Outreach & Enabling Center, national integrity courses etc. at UG level.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>In order to provide seamless students' mobility between various institute / universities in the state and nationally, college has set up a formal system for credit recognition, credit accumulation & credit transfer. The present ERP software / examination department is instructed to follow the guidelines of UGC, ABC and NAD for credit accumulation / transfer. College is in a process of changing the course / paper codes as per the requirement of Academic Bank of Credits.</p>
<p>3. Skill development:</p>	<p>After autonomy, college ensured that every student completing UG / PG degree acquires additional skills. Board of Studies in various subjects have identified minimum four skill enhancement courses for every student along with his / her major course. There are around 96 skill enhancement courses (SEC) either for 1 or 2 credits. In addition, college offers four Vocational (B. Voc.) programs in: (a) Digital Art & Animation, (b) Media and Communication, (c) Fashion Technology & (d) Interior Design. Students from any discipline can take admission to these programs.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>College promotes Indian Knowledge System through teaching Indian Languages and Culture. College has</p>

online course):	dedicated language departments - Hindi, Sanskrit and Marathi offering various courses at undergraduate and postgraduate level. Various Indian language promotion activities are regularly organized every year. Separate Sanskrit Language Promotion activities like reciting poems, intercollegiate Sanskrit One Act Play are organized with kind assistance from the society.
5. Focus on Outcome based education (OBE):	OBE is a performance- based education system that base each part of an educational system around outcomes. The core philosophy of OBE rests in adhering to student-centric learning approach used to measure student’s performance based on pre-determined set of outcomes. Our College has designed a methodology for implementation of Outcome Based Education (OBE) for all academic programmes. Our OBE model includes teaching as well as evaluation (Course Attainment). The entire OBE system has been integrated on the College ERP system. The College has a dedicated OBE Team. OBE Team looks into the effective dissemination of information and implementation of OBE process. It consists of Principal, IQAC coordinator, members of IQAC and OBE coordinator from each department. OBE coordinators are highly committed to take a representational role and their role is to actively participate in relaying OBE related information to relevant departments wherever required and also help department to implement OBE process smoothly. They play an active role in developing and implementing the OBE model in college. The team assists and advice IQAC in matters relating to OBE within the college. Policies and procedures regarding OBE are published on the college website.
6. Distance education/online education:	In last couple of years, during pandemic, many teachers conducted online teaching. For online teaching, college has acquired licenses of Microsoft Team for all the students for attending online class as well as evaluation. Several Videos are created for on-line educations. All on-line resources are available to students in their Microsoft Team account. Students can access online session along with offline teaching. This helps them to revise the concepts, learn as and when required.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	46	45	44
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 28

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5942	6004	5781	5675	5687
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2185	2317	2019	1873	2077
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5942	6004	5781	5675	5687
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
63	0	257	460	736

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1343	1279	1336	1316	1219
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
189	196	226	209	219
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
270	270	270	270	277
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
20948	19770	20294	24983	17217
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1330	1394	1438	1012	987
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 85

4.4

Total number of computers in the campus for academic purpose

Response: 927

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
772.46	636.13	899.04	907.65	765.31

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Ever since the college became autonomous in June 2016, the college has striven to upgrade the syllabi to help students acquire theoretical and practical knowledge on par with national and global standards. Syllabi for all the programs were changed progressively from 2016-19. The second syllabus revision cycle started in 2019. Besides the existing courses, skill and value-based courses have been added to all the programs during the second cycle. Some noteworthy additions in this regard are:

Arts	Science
History appreciation and Historical tourism	Industrial Writing
Critical Reasoning	Biotech and Bioethics
Psychological Test Construction	Introduction to Bioinformatics
Social Dynamics	Medico-Botany
Introduction to Archaeology	Mushroom Culture technology
Methods and Concepts in Philosophical Counselling (Western and Indian)	e-commerce
Interdisciplinarity in Political Science	User Interface Design
Sanskrit Lexicography	Artificial Intelligence
Fundamentals of qualitative research	Python programming
Academic writing	Robotics
Advanced Writing Skills	IoT and applications
Creative Writing	Hydroponics
Literary and Media texts	Softwares in Environmental Studies
Research methodology	Entrepreneurship development and services
Interview techniques	Design and Development of Eco-friendly products
Functional Hindi	Mathematical models in Population Biology
Business French and Communication	Marine Microbiology
Introduction to Didactics and Translation Skills	Prebiotics and Probiotics
	Biomedical Instrumentation and Biophysics
	Biostatistics
	Time series analysis
	R software

The Program Outcomes, Program Specific Outcomes and Course Outcomes have been clearly spelt out for all the courses during the second cycle. The outcomes have been defined using Revised Bloom's

taxonomy and cover all the levels of learning. Students are made aware of these and there is a conscious attempt on the part of teachers to synchronize the whole learning process with the outcomes. Evaluation methods too have been adapted to work in tandem with course and program outcomes. Flexible testing methods in particular have helped in testing the higher order skills. Case studies, field visits and survey methods help the students to hone their observational and analytical skills besides preparing them for research. Research projects/internships have become a regular feature of Arts as well as Science programs at both UG and PG levels.

Besides topics included in the syllabi that address local, national and global issues, an attempt is frequently made in the classroom to integrate all three. For example, when students get introduced to a topic such as cooperative banking at the local level in their Economics class, they are led to research on and discuss the best practices related to the same on the national and international levels. The course in Analytical methods for B.Sc Chemistry students exposes students to apply theoretical knowledge related to water, soil, food products and cosmetic testing locally and globally. Courses in human geography, environment, lab safety, climate change and sustainability integrate local, national and global needs, allowing students to explore and come up with a wide array of solutions.

Apart from the interactive mode of learning that helps in this process of integration, flexible methods adopted for internal assignments permit students to actively explore, think critically and present their views and knowledge acquired to their peers and teachers alike.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 93.62

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 47

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 44

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 98.14

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
1316	1260	1311	1298	1188

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 54.01

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

Response: 1110

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 2055

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 97.87

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

Response: 46

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Fergusson College has a rich legacy of imparting value-based education from its foundation during the Indian Renaissance. Autonomy has ushered in another Renaissance and given an impetus to incorporate relevant current issues of human interest into the curriculum.

Courses in Economic Development, Growth and Planning study demographic patterns and discuss issues

related to equitable distribution of resources. The course in Public Finance has got a specific unit on 'Gender Budgeting.' The courses in Economics and Environment specifically deal with environmental and sustainability issues on the local, national and global levels. Several language and literature courses include literary components to integrate the aspects of gender, human values, environment and sustainability. Research ethics, media ethics and advertising ethics are covered through the Advanced Writing Skills in English course for TY students. The Women's Writing in English course (for post-graduate students) spread out over two semesters deals with the history of the women's movement and its evolution through the representative texts. Human values and issues such as social justice are an aspect of most language as well as social science courses. The concept of equality and inclusiveness is highlighted through the 'suktas' in the Sanskrit course. A study of all segments of the population and problems such as discrimination and inequalities and ways to resolve them are covered through most of the Sociology courses. Some courses aim at studying these issues in the Indian context while others have a wider sweep. The paper in Human Geography covers issues related to demographics, inclusiveness, regional and other disparities including food security, while examining man's relationship with his environment. Psychology courses aim at sensitizing students to deal empathetically with differently abled persons and those suffering from mental illness. The entire program aims at helping students to understand the core of human behavioural patterns in order to encourage prosocial and harmonious behaviour within individuals and society.

Environmental issues and ethical issues are an integral part of several science courses too. The Environmental Science and Biotechnology departments have included critical issues related to Ecology and sustainability into all their courses. They also proactively encourage students to engage in debating, creating awareness and finding solutions to these problems through different activities organized on a regular basis. Students are frequently made to reflect on the pros and cons of contemporary urban development. An attempt is made to inculcate the habits of REDUCE, REUSE and RECYCLE. The course on Biosafety and Bioethics exposes students to professional ethics. The Chemistry department proactively engages in green chemistry practicals, lab safety and waste management.

A course on Intellectual Property Rights is offered by the Biotechnology department. The Environmental Science department offers a course on Law, Ethics and Policy and a component on Women in Environment is included in the biodiversity course for PG students. A study of media ethics from the perspective of human values is an integral part of B. Voc. in Animation and Digital Media and Media and Communication courses.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 23

1.3.2.1 How many new value-added courses are added within the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	3	4	1	1

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 6.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
1554	171	77	31	44

File Description	Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 38.02

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 2259

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

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

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 97.62

2.1.1.1 Number of students admitted year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2363	2188	2234	2228	2140

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2460	2268	2268	2255	2178

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 91.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
1303	1281	1228	928	913

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The College has a policy to assess the learning levels of students following which the learning levels of the students are identified using the parameters given below:

- Performance in the qualifying exam.
- Performance in diagnostic test conducted for first year post graduate students
- (If the performance score of the student is below 40%, then the student is considered as slow learners and if the score is above 70%, the student is considered as advanced learners).
- Performance in continuous assessment and end semester examination (theory and practical wherever relevant).
- Attendance.
- Communication skills.
- Participation/contribution in various curricular and extra-curricular activities.
- Specific observations by teacher/s.

For successful teaching and learning experience it is therefore necessary for the teacher to identify the ability of a student and develop strategies and implement them so that both slow and advanced learners are benefitted without ignoring the average learners.

Specific measures for slow learners are:

- Remedial teaching and bridge classes are conducted for subjects like biotechnology, biochemistry, computer science, electronic science, mathematics, statistics, zoology and German. Problem solving sessions / revision sessions/extra sessions are arranged.

- Practice questions are provided and guidance on how to write answers is given.
- Counselling by mentors during mentoring sessions.
- Personal attention/encouragement and motivation given by the faculty members to participate in various activities for capacity building in the areas of concern.
- Workshops are conducted to improve spoken English, soft skills and communication skills.

Specific measures for advanced learners

- Flexible and innovative mode of internal for continuous evaluation allows faculty members to assess various aspects of learning like subject content, presentation skills, communication skills and research orientation.
- Encouragement to participate and contribute in Regional/State/National and International level workshops/seminars/conferences/technical events/Summer and Winter schools, catering to subject matter, to promote entrepreneurial and research capabilities.
- Ensuring regular participation of students in guest lectures (e.g., Prime Minister's Research Fellows) for introducing current research/ entrepreneurial and industrial traits and insight into various subject specific content beyond the curriculum to enhance subject matter expertise.
- Providing opportunity to undertake research projects under the aegis of various funding schemes at college.
- Providing opportunities to participate in internship programs/ dissertation/project work at reputed industries/research institutes.
- Encouragement to join and complete NPTEL/SWAYAM/COURSERA/other online courses.
- Publishing and contributing to newsletters, magazines, books and research articles etc.
- Students demonstrating entrepreneurial skills are enrolled in start up club for further guidance from experts.

These efforts are reflected in students participating for summer fellowships at international universities, CSIR institutes and about 35 students have been awarded with national and international fellowships/ scholarships. Students have also published research papers (29) in recognized journals.

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

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)	
Response: 31.44	
File Description	Document
Any additional information	View Document
Link for 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
<p>Response:</p> <p>The College makes continuous and conscious efforts to adopt student centric methods to enable the students realize their potential and make them future ready.</p> <p>Experiential learning</p> <p>The focus of experiential learning is education through first-hand experience that includes knowledge, skills and experience beyond classroom. Departments conduct learning activities like movie screenings, creative writing typically in language and literature and self-composition of poems. Departments like Physics, also publish student publication for popularization of science - “Dimensions” which help to create awareness about subjects like astrophysics. Field studies have been an integral part of undergraduate and post graduate learning. Regular field studies are undertaken in subjects of botany, environmental science, chemistry and geology. These exercises help students to know field techniques which can be further explored for research. Activities of NSS like “Amrutvarsha” where students participate in sowing activities in rice fields helps them to know about farmers and farming activities. Exhibitions organized by departments and students have helped in learning more about the subject and creating awareness about the subject. Few examples are exhibition on medieval weapons (history) and Marathi dictionaries (for language students). Organization of live events like “launching of Chandrayan”, Zero shadow day, Solar eclipse, red moon observation etc., also promotes learning.</p> <p>Participative Learning</p> <p>Students are motivated to participate in learning activities like group discussions, improvement in communication skills, micro teaching, class presentations specifically case studies for technical subjects, screening of documentaries, fiction writing especially in languages, drama therapy role play, story or concept based short films etc., few notable activities include participation in competitions like Python for</p>

Biologists, National Entrepreneurship Conclave, conferences which focus on recent trends in science like – molecular docking in drug design, viral genomics, bioinformatics and network pharmacology. Departmental club/association, festivals and other activities like Currency Quiz, Can Digital Literacy solve social ills of India, Mock Stock, FRANCOFOLIES, Computer Assisted Translation Tool, German Culinary Culture, QUORUM for Constitutional Awareness.

Internships/Projects

Students participate in summer internships and carry out projects in research institutes, industries and NGOs. This helps them to understand the industry environment and undertake projects to learn technical know-how and applications of subjects. Some of the companies/ industries where students have completed internships are Cognizavest, NHRD, TED x Gateway, IITM, Pune, Bluepineapple, Veritas, Springfest IIT Karagpur etc.,

Problem Solving

Problem solving methods are used in subjects like statistics, mathematics, computer science and languages. Few examples are, map reading for blind students, Didactics and translational skills for language students, case studies for computer science specifically data science and problem solving using various programming languages.

Apart from the above, departments actively organize training workshops, Hands on Workshops to learn techniques. These are conducted in collaboration with industry and professionals under the aegis of UGC-CE scheme and DBT STAR Scheme. Transdisciplinary learning skills have been promoted through workshops organized under UGC- STRIDE Scheme.

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

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The effectiveness of the teaching and learning process depends on the available infrastructure, motivated and trained teachers and quest of knowledge among the students and teachers alike. The institute caters to these needs by providing library facilities which can also be accessed through the online public access catalogue (OPAC). The library is replete with latest editions of National and International books and subscriptions to journals and e-resources beneficial for both students and teachers. Almost all the classrooms and majority of the laboratories are ICT enabled. The institute encourages all teachers to undergo training programs, to enhance their knowledge and use of ICT to deliver effective lectures using PPTs, videos and animations, prepared by teachers or available online. At the beginning of the year 2020, the teaching methodology changed completely, and teachers had to shift entirely to the use of online

platforms for teaching and evaluation. The institute provided an enterprise resource planning software (ERP) system along with the licence for Microsoft Teams. Both these resources are being utilized for data management, conduction of online exams and online classes respectively which can also be streamed online. Google meet and Zoom platforms have also been used for online classes. Several faculty members have their subject specific You tube channels. A database of E resources for all the courses is now available with the institute. Practical components have been covered using virtual laboratories, simulations therein, online resources for plotting and analyzing graphs, for better understanding along with demonstrations. A language laboratory has been set up for especially abled students and audio books are also being made available to them. Online resources such as Swayam, NPTEL, Shodhganga, and IIT course lectures are used for enhancing the teaching learning process. Academic flexibility has provided a good platform for innovative methods of evaluation based on presentations, group discussions, video assignments, online quizzes, peer assessment, etc. using other resources such as ITLE module of ERP, Google classroom, Google forms, Edmodo, Microsoft forms, Moodle, Piazza, etc. Many activities like online talks, competitions, bimonthly newsletter publishing, edutainment, etc were arranged to add to the academic activities of the students. Provision to earn credits through massive open online courses (MOOCs) has also been introduced at the PG level under academic flexibility. Audio material has been prepared by teachers on political theory, political ideologies, Indian and Western Thinkers. Similarly, video clips of, School of Life, Samvidhan Series, Discovery of India (Modern Indian History) and docudramas like ‘Pradhanmantri’ are used while teaching.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 31:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 189

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The academic calendar is planned and prepared before the commencement of every academic year, with inputs from the Head of the Departments, PG coordinators, Controller of Examination and IQAC coordinator. This is approved by the Principal and after approval by the Governing Body of the College, uploaded on the college website. The academic calendar is planned as per the guidelines of Savitribai Phule Pune University to account for 15 weeks per semester. The schedule is prepared to include admissions, induction programmes, teaching weeks, examinations, college fests, vacations, examinations and result preparation.

The Academic Calendar includes:

- Commencement and conclusion dates of odd and even semesters
- Admission schedule, induction programme for First year students
- Schedules of internal and end semester exams (Theory and Practical)
- Dates of declaration of results
- College festival schedule and
- Vacation periods

Public holidays are given in accordance with the Savitribai Phule Pune University circular for public holidays.

The college strictly adheres to the Academic calendar prepared. However, under unforeseen circumstances, which are beyond the control of the college, necessary change is made by the authorities and the same is displayed on the notice boards and college website.

Preparation and sharing of Academic Calendar beforehand helps the students and teachers plan their academic and extracurricular activities such as internships, research work, project work, workshop/seminar participation etc.

Teaching Plans

Teachers Diaries (hard copies) were provided to the teachers, in pre-covid years, where teachers planned and entered their teaching schedule for papers taught, that included proposed date, topic to be covered, number of lectures and mode of delivery of lectures. The College since 2020-21, has provided e-diaries to all teachers and compliance is sought from teachers for adherence to the plan.

Teaching plan helps the teachers to plan and prepare their lessons in advance with sufficient time for query solving, discussions and syllabus completion.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for 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: 76.55	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
Response: 41.64				
2.4.2.1 Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
96	90	88	81	74
File Description	Document			
Institutional data in prescribed format (Data Template)	View Document			
Any additional information	View Document			
Link for Additional Information	View Document			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 14.37

2.4.3.1 Total experience of full-time teachers

Response: 2716

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 51.28

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
28.3	109.2	32.8	45.6	40.5

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 5.31

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
63	0	257	460	736

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

As per the UGC guidelines, State Government Guidelines and Savitribai Phule Pune University, Pune, circulars for autonomous colleges, with regard to examinations, are followed. As per these provisions, the College Examination Committee (CEC) is headed by the Chief Controller of Examinations (the Principal), a senior teaching faculty as Controller of Examination (COE), and three/four teachers as members. The Examination Cell (EC) performs all the functions related to examinations. These include scheduling of the examinations, preparation of relevant timetables, and conduct of all examinations. The records of all assessments made by Faculty are analyzed to prepare and declare the results on the college website. Confidentiality is maintained at all levels.

The College/Examination Section uses MASTERSOFT ERP ITLE module for conducting examinations. Admitted students are registered in Microsoft ERP and are provided with individual username and password. Students admitted to the college are registered under the ITLE module for further academic activities. The ITLE module has been used for conducting all online theory examinations (especially the concurrent evaluation – II, CE-II). During the pandemic all theory examinations (including end semester) were conducted online using this module.

Online orientation for using the different modules (Admission, academics, examination etc,) is conducted for all the faculty members, office and support staff. Regular guidelines regarding the use of Mastersoft ERP software (related to examination module) is provided to the students as well.

The schedule for concurrent evaluation is adhered to as per the academic calendar. The examination module is utilized for the registration of students for exams, generation of hall tickets, student marks entry and result preparation along with provisional marksheets. The software is also utilized for generating the seating arrangements for the end semester examinations conducted in the offline mode.

1. Automation has reduced the time spent conducting and preparing for examinations
2. Online evaluation has brought in objectivity and zero room for any discrepancies.

3. Easier to maintain records of all previous examination sessions
4. Conducive to a paperless environment in general

The MASTERSOFT ERP system has also been utilized to generate data under the outcome-based education (OBE), for gap analysis between teaching and learning process. This is done for all postgraduate programmes and few selected undergraduate programmes. Attainment of course outcomes, programme specific outcomes and programme outcomes has been measured using OBE module available on ERP software.

The entrance examinations for different PG courses have been successfully conducted using proctored mode.

An online grievance redressal mechanism is being set up to ensure that grievances of students are dealt with on priority.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Learning Outcomes-Based Curriculum Framework (LOCF) is adopted by college for all the undergraduate (UG) and postgraduate (PG) programmes since the year 2019 as suggested by University Grants Commission (UGC). In the year 2020, Outcome-Based Education (OBE) with a well-defined OBE policy has been implemented in the college to enhance the teaching learning process in a phase wise manner. The Outcome Based Education policy states the objectives and provides an institutional guideline for designing Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) along with mapping and attainment process.

College organised various workshops and training sessions for all the faculty to disseminate information on designing, mapping and attainment of outcomes at periodic intervals. OBE coordinators have been appointed for each department to facilitate the process and help the faculty in OBE related work.

POs for undergraduate and postgraduate programmes have been stated in alignment with vision and mission of the college in consultation with IQAC members, heads of the department, programme coordinators, OBE coordinators, senior faculty members, alumni and external academic experts collectively. Each department has formulated PSOs for their respective disciplines with inputs from all the faculty members and other stakeholders.

All faculty members have framed Course Outcomes (COs) as per the course curriculum by using action verbs appropriate at each level as per revised Bloom's taxonomy. The COs are expressed as sentences which are measurable, demonstrable, specific, attainable, and clearly indicates cognitive learning levels which students will gain on successful completion of the course. POs, PSOs and COs have been approved by Board of Studies and Academic Council and displayed on the college website (https://fergusson.edu/article/peo_po_pso_co.html). The same have been incorporated in the department's syllabi and is also made available on the college website (e.g. https://fergusson.edu/article/third_year_syllabus_2019.html). This facilitates not only the enrolled students but also those seeking admission into Fergusson college for a specific programme to know the learning outcomes along with syllabi.

During the orientation programme at the college level, students are made aware of the OBE process along with POs, PSOs and COs. All Head of the departments and faculty members also communicate the POs and PSOs to the students at respective departments during orientation programme at the commencement of UG/PG programmes. At the start of the teaching session, the faculty teaching a particular course disseminate the COs to all the students along with its relevance towards the learning. This is reinforced at periodic intervals in the semester along with its correlation with the assessments.

In view of OBE, each faculty is encouraged to follow teaching pedagogy and undertake assessments as per the COs. During concurrent evaluations (CE) and end semester evaluations (ESE), each activity or questions are mapped to COs and level of Blooms taxonomy and COs are also reflected in the question papers.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Attainment

Outcome Based Education (OBE) has been implemented in Fergusson College from the year 2020 which focuses on measuring student learning performance through outcomes. OBE policy has been prepared by the college and implemented and monitored by IQAC and OBE coordinators. This process is supported by the Mastersoft ERP solutions which has OBE software to bring operational ease and efficiency towards the process and provides assessment reports.

As per OBE, Program Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) has been defined for each programme and courses respectively. Mapping of POs, PSOs and COs have been done at specific department level and strength of correlation between COs and POs and COs and

PSOs has been assessed based on faculty's perception of course content which is given a weightage on the scale of 0 to 3 (0- None, 1- Low, 2- Medium, 3-High). A mapping matrix of CO-PO is prepared in this regard for all courses in the program.

The attainment of COs, POs and PSOs is calculated by direct and indirect assessment tools using OBE software wherein weightage of 80% is decided for direct attainment and 20% for indirect attainment. Direct attainment of COs is measured by the various assessment methods adopted during Continuous Evaluations (CE) and End Semester Examinations (ESE) by mapping specific questions to COs. Indirect attainment is based on feedback from all stakeholders.

To measure CO attainment of a particular course, a threshold target is set by the faculty (course in charge) from individual department which is calculated on a scale (0-3).

Interpretation of CO attainment levels calculation

- Level 3: > 71% of students have scored more than threshold target
- Level 2: 51% to 70% of students have scored more than threshold target
- Level 1: <= 50% of students have scored more than threshold target

The COs attainment level is studied and if gap is noticed in case of non-attainment, it is analysed, and a report is prepared.

At the end of each course, the PO/PSO attainment calculation has also been done using OBE software. PO weightage against each CO is calculated by dividing CO-PO mapping score (obtained from CO-PO/PSO mapping matrix) with CO attainment level (obtained by direct assessments) respectively. This weightage value is further multiplied by COs attainment level to get 'Weighted PO Attainment' against each COs. Final PO/PSO attainment is calculated as an average of all the weighted PO and PSO attainment values against each COs. This process is followed to get a final PO and PSO attainment calculation for the entire batch of a particular programme.

Interpretation of PO/PSO attainment levels calculation

- Level 3: >71% of students have attained the PO/PSO
- Level 2: 61 to 70% of students have attained the PO/PSO
- Level 1: 51 to 60% of students have attained the PO/PSO
- Level 0: < 50% of students have attained the PO/PSO

If gap is found during CO-PO/PSO attainment calculation, proper analysis is done by the faculty members and appropriate actions are proposed to bridge the gap.

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

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 91.3

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

Response: 1995

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

Response: 2185

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The College was conferred autonomous status in June 2016. After the award of autonomous status to the college, policies for promotion of research were redefined and addition of research facilities was systematically planned. The steps taken for promotion of research are discussed, approved and documented in the minutes of the Governing Body (GB) meeting. The college has functional 'Research Coordination Committee' (RCC) which has diverse roles in maintaining the research quality of the college. The policy for promotion of research focuses on promoting research culture among staff and students (at all levels), train and encourage multidisciplinary/ transdisciplinary research, formation of Institutional Ethics Committee (IEC) and Institutional Biosafety Committee (IBSC) to support and approve research proposals/ publications and create awareness by training staff and students on IPR (Career avenues and opportunities in IPR, Indian Patent System and Procedures, traditional knowledge, Copyrights, Trademark, GI, Plant Breeders and Plant Varieties rights, Trade Secrets, Industrial Design, American and European patent system). Similarly, efforts have been taken to promote innovation and support research ideas through the recently established "Deccan Education Society Incubator (DESI)- *Dr. P. C. Shejwalkar Centre for Entrepreneurship and Innovation*", where these ideas can be incubated. Some of the faculties are actively involved in materials science research field and have received grants from the government agencies include Board of Research in Nuclear Sciences (BRNS), Indian Space Research Organisation (ISRO). The research facilities especially addition of new equipment is achieved through various grants/ funds under schemes of UGC, DBT and also funds from parent organisation DES. Availability of lease line net in the campus and laboratories helps researchers. A separate computational laboratory specifically for training has been established through funds under UGC-STRIDE component-I scheme. Research facilities include: gas chromatograph, FTIR, Atomic Absorption Spectrophotometer, HPLC, battery tester, potentiostats, electrochemical work station, dip coater, spin coater, tube furnace, muffle furnace, De-ionised water purifier, spray pyrolysis equipment, gas sensing unit, Keithley current/ voltage source meter, thermal evaporation system, Digital storage Oscilloscopes, RF signal generator, IOT training system, SENSEnuts, Air sampler, digital flame photometer, thermocycler (PCR), microscopes (with attached camera and software), inverted microscope, polarizing microscope with camera, gemmological microscopes, petrological microscopes, ore microscope, electrical resistivity meter, total station for geological studies, gravity corer Laminar Air flows, CO₂ and BOD incubator, rotary evaporator, UV-vis spectrophotometers, cooling centrifuge, software's like *Rockwork 17*, *Erdas Image 10.3*, gel doc system, ultrasonicator and contact angle goniometer. Special facility for astrophysics includes telescope (*Celestron C-9.25*), Reflector solar type, motorized equatorial, detector CCD and one solar observation station (motorized dome) and observatory software etc.

Our parent organization (DES) provides one time grant as seed money for researchers who wish to undertake projects in the campus. Outcome, innovation, interdisciplinary/ multidisciplinary are the main parameters while awarding these projects and these are evaluated by external experts from CSIR institutes/ Universities. Policies and procedures for research promotion, consultancy and seed money are well defined and documented which serve as guideline for all staff members.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 1.35

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	3	2	7

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 156.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
52.87	0.45	73.75	0	29.26

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 2.31

3.2.2.1 Number of teachers having research projects during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	2	7	10

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 19.58

3.2.3.1 Number of teachers recognized as research guides

Response: 37

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 11.43

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	5	7

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	28	28	28

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The College has dedicated research centers under Savitribai Phule Pune University, Pune. They are English, Economics, Marathi, Botany, Chemistry, Electronic Science, Environmental Science, Geology, Microbiology, Mathematics, Physics and Zoology. The approved intake of PhD students in these centers is 176.

The recently established incubation centre focuses on developing ideation lab, build professional services and provide funding through seed grants, angel funds etc., these are gradually progressing. The college also organizes project competitions like “Innovision” and “Hackathon” to identify highly motivated young innovators, give them an opportunity to present their ideas in front of Industry experts, support potential ideas and convert them into profitable business ventures and provide guidance for IPR, market research, technology development, finances and advertising. The objective was to make as many students as possible, realise the possibility of business as a career option.

Some of the innovative projects undertaken by students of Computer Science/ Industrial Mathematics and Physics are as follows:

- 1.3D Racing Game with Data Gloves -A data glove is an input device for human-computer interaction resembling a glove worn on the hand, which facilitates sensing, and motion control in robotics and virtual reality.
- 2.Cropify -In this project, the focus on the organizations who work for socially backward, unaware and needy section of society.
- 3.Development of Smart Mart -A new automated payment method for Supermart's will reduce human error and payment using facial recognition.
- 4.Face Pay with Blink Detection -Feature Invariant Facial Recognition using One-Vs-All Logistic Classifier - It is typically used in security systems and can be compared to other biometrics.
- 5.Campus Navigator -Campus Navigator App is developed for identifying departments and classrooms in the college campus.

6. Attendance using Face Detection -Classroom attendance is automated using digital image processing and face detection models with deep learning
7. Moving Vehicle/ Object Detection -Video Screening and moving objection detection is implemented using video processing and HAAR Cascade + YOLO libraries
8. Smoke Detection using video processing -Using Deep Learning and video processing libraries in Python, smoke detection is implemented for safety purposes in factories.
9. Lead Management System -This system is developed indigenously for our sister institute- Institute for Management Development and Research (IMDR).
10. Cancer Cell Detection -Breast cancer tumour detection is implemented using digital image processing and machine learning
11. Encryption Algorithm for security Purpose -GIS images are encrypted for specific are for security purposes using chaotic models and convolutional neural networks.
12. SWANtenna -The main objective of this project was to design a novel broadband dual linear orthogonal polarization antenna suitable for astronomical observations at low radio frequencies with size restriction of 1m². The antenna has been prototyped at the National Centre for Radio Astrophysics (NCRA).

For orienting students towards community service, the college has well established “Social Outreach and Enabling Centres” (SOEC). SOEC is involved in networking with the community in collaboration with NGOs. The surveys conducted during such activities make the students understand social issues.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 249

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
73	43	52	45	36

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

<p>3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee</p> <p>Response: A. All of the above</p>	
File Description	Document
Any additional information	View Document
Link for additional information	View Document

<p>3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years</p> <p>Response: 1.81</p>	
<p>3.4.2.1 How many Ph.Ds are registered within last 5 years</p> <p>Response: 67</p>	
<p>3.4.2.2 Number of teachers recognized as guides during the last five years</p> <p>Response: 37</p>	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

<p>3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>Response: 1.28</p>	
<p>3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years</p>	

2021-22	2020-21	2019-20	2018-19	2017-18
69	47	51	57	41

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	29	12	3	3

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 6.09

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 14.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 18.73

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
14.33	1.02	0	1.75	1.63

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 29.06

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	6.18	4.51	18.37

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The extension activities of college are under SOEC. The objectives and activities under SOEC focus on national missions such as health and sanitation, education, gender equality and sustainable development.

Reaching out to society:

1. Providing Access and Dignity

“PAD Drive” packets of sanitary napkins were collected and distributed to girls in villages/slums. T

Impact: Awareness among rural women about menstrual hygiene and the various products available and access to affordable hygienic menstrual products.

2. Plastic & E-waste Handling for Ecofriendly Lifestyle “PEHEL” Drive.

Plastic and e-waste were collected, segregated. Repairable e-waste was refurbished and donated to those in need. Non-repairable e-waste was handed over to the MPCB authorized recyclers. Remaining E-waste and plastic waste were sent to reprocessors for safe disposal as per government norms.

Impact: How landfills can be utilized for disposal of e-waste.

3. Red Dot Bag Preparation.

Sanitary waste disposal bags were prepared and distributed to women of Seva Vastis across Pune. An interactive session was conducted to educate women on safe sanitary waste disposal and to cultivate in them a sense of empathy for women who face lack of facilities during their monthly cycle and appropriate disposal.

Impact: Hands on training to prepare disposable and safe disposal of sanitary napkins and eliminate the stigma of menstruation and celebrate monthly menstrual phase.

4. Green Campus Campaign

252 kgs of recyclable waste materials were collected and given to EcoRegain for upcycling. Clothes were donated to the resident children of Kalashram. The clothes were distributed by the RobinHood Army in various societies. The e-waste collected was handed over to Karo Sambhav, for repairing re-usable items followed by proper disposal of the non-repairable materials. 19 kgs of plastic waste was collected which sent for generating polyfuel.

Impact: All departments were involved in decluttering activity and promoted cleanliness in campus.

5. School Kit Bag Distribution

6000 school kit bags were assembled by 150+ volunteers guided Seva Sahayog and donated to underprivileged school children.

Impact: Promoted importance of education in the vulnerable strata ensuring access to education for every child.

6. Gender Equity

SOEC and POSH jointly organized an event on Gender Equity. Street play conveying the importance of providing fair opportunities to both men and women was performed. A thought-provoking social experiment was conducted on experiences and notions about gender roles. A drive was conducted by the volunteers to spread awareness on the topic of 'sexual harassment at workplace' among the students.

Impact: the difference between gender equity and gender equality was emphasized, open conversations were encouraged to eradicate gender gap and sensitize about sexual harassment at workplace.

7. Working for inclusive schools

Students have also been working with inclusive schools like Ankur Vidyamandir and Pheonix school. Observing children with learning disabilities and preparing them individual education plan and accordingly prepare charts / learning material as per their needs were one of the important activities.

Impact: this helped the children to overcome their disability and students were equipped with a new skill to create learning material for differently abled children.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 47

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	15	8	3	2

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 425

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
135	116	65	44	65

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 85.38

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
8135	8525	2125	2297	4024

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 188.6

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
349	263	91	117	123

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 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)

Response: 23

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9	11	1	1	1

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 Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Campus

Total Area: 65 acres; buildings:15; Science departments- each in separate building; Disabled friendly campus with ramps wherever essential, well maintained green spaces and botanical garden.

Teaching-Learning infrastructure

Classrooms: Total 85 (with DLP: 29, DLP+LAN:17, DLP+LAN+Wifi:06)

Laboratories

Media Center (Animation and programmes)	B. Voc	2D Drawing Room, AV Room Computer Labs 2, workshop 1, Drawing Rooms 2, Edit Suite 1, Studio and library
Biotechnology		3 labs, Animal Cell Culture lab, Plant tissue culture lab and computer lab
Botany		4labs, 1 plant tissue culture lab and Museum
Chemistry		4 labs, 2 biochemistry labs and 1 computer lab
Computer Science		8 labs
Electronic Science		3 labs, 1 special lab, 1 computer lab and 1 research lab.
Environmental Science		2 labs
Geology		6 labs, 1 Museum
Microbiology		3 labs and 3 inoculation rooms
Psychology		1 lab
Physics		3 lab, research labs 4, Observatory 1
Statistics		1lab and 1 computer lab
Zoology		4 labs, 1 Research lab and museum
Instrumentation laboratory		1
Language laboratory		1
Examination Section		1
Internal Quality Assurance Cell		1
Browsing Centres		2

IT Facilities

Total number of computers: 927
100Mbps net connectivity through lease line
Wi- Fi access points at various locations with Sophos fire wall security: 69 locations
Licensed software's: Coreldraw Graphics suite, Labview, Antivirus, Photoshop, InDesign, Illustrator,

Animate CC, After Effects, Premier Pro, Autodesk 3ds Max, Mudbox, Autodesk Maya, Blender, Foundry Nuke, Natron, Unity etc.,

Others: Licensed copies of Windows, Adobe, Mathematica, MATLAB, Statistica, GIS etc.,

Open Source: Linux operating system and relevant software, development tools

Other facilities

- Auditorium- Amphitheatre- 1, Open Air Amphitheater-1, seminar hall and Kimaya (Open theatre),
- Common staff room (available for discussions)
- Counselling Center (MANAAS)
- Ladies Recreation Hall
- Lower Recreation Hall- 1 (for exhibitions, Yoga and other activities)
- Studio (for recoding lectures with supporting infrastructure like computer machines, Cameras and EDIT suite)
- Incubation Center: P. C. Shejwalkar Center for Entrepreneurship and Innovation (to support innovations)

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response:

The College plays a pivotal role in shaping the student's personality by strengthening their physical abilities and platform to showcase their potential in extra-curricular activities. The college supports the student's activity by providing facilities for cultural activities, yoga and sports. The details of facilities are as follows:

- Kimaya (established in 2000) (It is an open-air theatre on the north side of the campus): This place is specifically created for young artists to give performances, their work, short plays, skits, reading of poetry, telling stories and perform musical recitals. This is utilized to fullest extent by students for their extracurricular activities.
- Recreation Hall (established in 1982): it is two storied building, the first floor has computer laboratory (Statistics) and central instrumentation laboratory, and ground floor is used for yoga and other activities like celebration of NCC/Naval day, exhibitions, rehearsals for all cultural activities etc.,

For sports: (Gymkhana established in 1908)

Gymnasium: 02 gymnasiums; separate for boys and girls

1. Equipment for Boys: Eight station multi gym, adjustable bench, dumbbell stand, twister, incline and decline bench press, incline leg press, bar belt, abdominal board, flat bench press, hyperextension, spine bikes, weight plate stand etc.,
2. Equipment for Girls: four station multi gym, twister double, hyper extension, cycle, walker, rubber dumbbells, rubber mats and multi H. P. machine

Playground: 180 meters x 55 meters, used for football, hockey, cricket and athletics.

- Synthetic basketball Court (established in 1910) (Length: 40 meters and breadth 20 meters), Handball Court (Length: 50 meters and breadth 30 meters)
- Volley Ball Court: (20 meters X 20 Meters) 01 located in hostel building.
- Kho-Kho facility (Length: 40 meters and breadth- 32 meters) and Hockey field (Length: 90 meters and breadth 50 meters)
- Football (length: 100 meters and breadth 60 meters) and Cricket pitch, (Length: 140 meters and breadth 120 meters)
- Athletics- there are eight lane cinder tracks with total length of 400 meters
- Seven tennis courts (established in 1896) with length of 112 meters and breadth 39 meters with changing rooms with modern amenities.
- Wooden badminton court (established in 1930): 20 meters length and 10 meters in breadth.
- Boxing Hall: 30 X 20 meters with all necessary boxing equipment.
- Changing Rooms: 02 for players

N. M. Wadia Amphitheatre (established on 5th September 1912)

Ground Floor -400 sq.mt and First Floor 226 sq.mt) having a historic relevance with 600 seating capacity is well equipped with light, sound and internet system and used as the auditorium. In addition to this, one open air amphitheatre (350 sq.mt) has been added in the new academic complex for extra-curricular activities.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste 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. (Data for the latest completed academic year)

Response: 75.29

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 64

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 13.62

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
75	66.94	172.88	153.09	90.07

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The library (Bai Jerbai Wadia Library) provides a remarkable collection of statues and posters, dedicated to national leaders and educationalists. The library has been funded by National Archives of India for digitization of old and rare manuscripts. To keep pace with the changing needs of the learner, the library and satellite libraries are automated with Integrated Library Management System (ILMS) supported by Mastersoft ERP. The key features of library are:

- Automated circulation
- Issue return
- Access to e-Journals
- Digital Library
- MOPAC-App for library services
- Digital Databases and Network:

The following are key features of the digital databases and networks available for sharing information in the B.J. Wadia Library:

- Provision of access to online databases of Springer, Delnet and NList,
- Remote access facility for e-Resources and Web OPAC
- PDF of manuscripts and college magazines
- Access to National Digital Library (NDLI)
- PEARSON-e-Library
- TATA McGraw Hill e-Library
- Marathi Literature/Books
- Archives of students' dissertations and faculty publications
- Institutional membership in National Digital Library, e-Shodh Sindhu, British Library
- Databases and e-Journals (Indian Journals and SAGE publications)

Disabled-friendly, Spatial and Reprographic Facilities

- Fergusson College (Autonomous) is inclusive for persons with disabilities and provides them access to reading materials, computer services and the internet.
- For visually challenged students, the college provides a separate Braille Section with a computer lab. The library has reprographic facilities.

Reading Hall

- The entire first floor of the library serves as a Reading Hall for students and is spacious enough to comfortably accommodate more than 400 students at a time.

Accessibility, Information-Dissemination, Training and Exhibition

- The library has a Professor-In-Charge and library advisory committee to manage the daily working of the library.
- Library duly maintains exhibitions to highlight renowned authors and their publications and communicates information about new publications and new collection in the current year on World Book Day, Birth anniversary and Memory Centenary of Rajarshi Chatrapati Shahu Maharaj, Birth anniversary of Vishnu Shastri Chiplunkar Founder of Deccan Education Society and Shiv Swarajya Din.
- The library constantly disseminates information regarding the facilities and programmes on the institutional website, social media and mobile application.
- The library staff provide orientation on library resources and usage to the students and faculty.
- Training programmes on different databases and E-resources like N-List are organised for teachers.
- The library is open on all working days and on holidays including sundays during examination preparation time after office hours and all facilities are made available in the library.
- The library has two browsing centred for students located on the first floor.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 14.99

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
8.56	7.91	15.17	15.11	28.20

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 16.23

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 995

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

IT maintenance

Three engineers appointed for updating and maintenance of IT facilities in the campus with specific budget allocated every year.

ERP system

Procured from MASTERSOFT. ERP is used for admissions, online fees payment, examinations (ITLE module), library services and other administrative purposes.

Online feedback system

Online feedback is conducted for each semester for all academic programmes through ERP system. The system generates reports and teacher ratings.

College website

The website team manages routine updations on the website. Additional space of 100GB has been made available for NAAC and NIRF purpose.

ATM card system

All the heads of the department have been given ATM cards (with specific amount) which can be used for miscellaneous departmental expenses.

Biometric Attendance

Face recognition for all teaching and non-teaching staff.

Wi-fi network

There are 69 Wi fi zones (1 to 2.0 GBPS) in the campus. The connectivity is ensured through an access point from a centralized firewall access controller.

Interactive Smart TV

Interactive Smart Television sets (Senses) in classrooms and seminar halls.

Online Teaching-Learning Platform

1. Licensed copy of MICROSOFT Teams (office 365) for online/blended mode of teaching-learning.
2. Each teacher has domain - despune.org which has storage space of 1TB for one drive per login.

3. The college has created 1200 login for teachers and 48,000 login for students.

LAN and Wi-Fi

1. The campus is networked through 1 GBPS (LAN) and backbone connectivity is through 10 GBPS fibre with layer 2 switches installed with 256 GBPS throughput and support 10G ports to segregate the network.
2. All the computer laboratories relate to 1 GBPS network switches with fiber optic as backbone connectivity.
3. All access points support 200+ concurrent users with 2.4/5.0 GHz bandwidth.
4. SIP line has been installed in the campus for IP phones which enables user to plug directly into the Internet.

Cyber Security

1. Firewall security is ensured through SOPHOS firewall XG 350 (02 nos.)
2. Application, web filter level bandwidth and quota management through SOPHOS firewall with IPS, Content filter and AV scanning in gateway mode.
3. Authentication based user access to connect to the internet.
4. Group base security policy is assigned to different users' groups to ensure that no threats are entertained.
5. Internet data usage for students is available and reports are monitored.
6. Public paging server is integrated with DMZ zone to respective ports.
7. Synchronized security features are planned for integration at the client level.

Hardware and Software

Hardware: 927 computers and one server (IBM, X3620M3, Intel Xenon 2.26GHz, 600GB- 02 nos.)

Software: Licensed copies of Windows 10 on all machines in the campus, Adobe Creative, Cloud for Enterprise (100 copies), After Effects, Animate cc, Autodesk Maya, Autodesk 3ds Maya, Blender, CorelDRAW, Graphics Suite 2019, ERDAS, GIS Software, Foundry NUKE, Illustrator, Immervision, Indesign, Labview, Mathematica (05 copies), MATLAB, MUDBOX, Photoshop, Premier Pro, SPSS, UNITY and XILINX Verilog.

CCTVs: 228

IP Phones: 100	
File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)	
Response: 6:1	
File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.	
Response: 250 MBPS	
File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development	
<ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing 	
Response: A. All of the above	
File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 57.11

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)

2021-22	2020-21	2019-20	2018-19	2017-18
411.80	358.50	510.89	551.50	445.96

File Description	Document
Upload any additional information	View 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 adequate infrastructure for academic, co-curricular and extracurricular activities. Most of the buildings of the college are under heritage status. Policies and processes are well defined by the DES and the college.

Classrooms and Laboratories

The College has enough spacious and well-ventilated classrooms equipped with ICT facilities. The Timetable committee manages the allocation of classrooms. Furniture, teaching aids and laboratories are maintained by the respective department staff and attendants and supervised by the respective Head of the Department. The laboratory assistants and attendants take care of their respective laboratories. The Heads of Departments report to the administration periodically on all the maintenance work. Staff of respective departments monitor effective utilization of the laboratories. Students optimally utilize all classrooms during the daylong working hours and are also mentored to upkeep the furniture.

Equipment: minor repairs of equipment are carried out by vendors identified by DES. In case of major maintenance which requires replacement of parts, in such case the Head of the Department takes approval from Principal and then the equipment/ instrument is repaired through college budget.

Museum: Museums in Geology, Physics and Zoology have been renovated under UGC under special heritage status scheme.

Seminar Halls and Auditorium: The seminar halls are maintained through provisions in the college budget while the Amphitheatre (auditorium) is maintained by the DES.

ICT facilities

The ICT infrastructure is maintained by hardware maintenance engineers appointed by the Deccan Education Society. In addition to this, DES has established a separate IT Department with dedicated technical staff and Director. The IT Director and their staff look in daily maintenance, repairs and new requirements of IT/ ICT. The annual maintenance includes the software installations/ updates, antivirus etc., The computers are maintained through Annual maintenance Contracts as decided by the DES.

Policies for the Maintenance of the Infrastructure

The college infrastructure is well maintained, and all necessary budgetary provisions are made during budget preparation. The services of plumbers, electricians, and hardware maintenance are available round the clock on the campus. An electrical engineer is responsible for the uninterrupted power supply and maintenance of equipment like generators, general lighting, power distribution system, solar panels etc., on the campus. Maintenance of water plumbing, water pipelines, sewage and drainage is undertaken by the vendors identified by the Estate Committee. All queries/complaints regarding repairs of physical infrastructure are sent to the following email ID maintenance@fergusson.edu

A separate support staff has been appointed to look into the queries/complaints on a daily basis. The support staff puts up this requirement/ complaint with the College Principal. Housekeeping services are outsourced on an annual contract basis and are made available during daytime on all days.

An annual stock check of furniture, laboratory equipment, computers and peripherals, sports items and all other assets is carried out at the end of year by the administrative staff. A consolidated report is submitted to the administration to take up necessary actions if required.

File Description	Document
Upload any additional information	View Document
Paste link for 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 last five years

Response: 11.65

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
373	807	768	621	814

File Description

Document

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[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 and non-government agencies during the last five years

Response: 0.28

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
30	24	15	7	5

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 45.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
3149	815	5015	2037	2181

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 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

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

Response: A. All of the above

File Description	Document
Upload any additional information	View 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: 7.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
187	252	149	136	111

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

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

Response: 0

5.2.2.1 Number of outgoing student progressing to higher education.

File Description	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: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 90.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	38	30	25	10

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
57	38	35	30	12

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 85

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
17	7	23	24	14

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

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

Response:

Formation of Student Council at college level is governed by the University and State Government regulations, and there have been no such regulations for implementation / formation of Student Council in Colleges since many years. However, students actively participate as representatives on the following academic and administrative committees of the college.

1. IQAC - The IQAC committee of the college includes two student representatives who participate in all the meetings of the committee and give their observations and suggestions pertaining to various topics discussed in the meetings. Student representatives are encouraged to give their views.
2. The committee constituted under Prevention of Sexual Harassment Committee as well as Anti Ragging Cell/Committee also include a student representative. This ensures a representation of the students in the process of handling such sensitive issues.
3. The Social Outreach and Enabling Center (SOEC) and SAATHI Enabling Center (For differently abled students) have group of volunteers who coordinate activities/ programmes under SOEC and SAATHI Enabling Center for the entire year and train their junior fellows.
4. Students also participate in “College Magazine Committee” (Madhyam). They help the committee write articles and design the pages of the magazine.
5. The Green Campus Committee, which monitors environmental issues related to the campus, has student representations along with all teachers of departmental environmental science. Their active participation in campus and beyond the campus has helped the college to get recognition for Green Awards and funding from AICTE.

6.NSS and NIT (National Integrity Tour- NSS) is represented by students who actively participate in implementing outreach programmes under NSS. A team of students along with teachers and support staff visits Northeast part of India, every year to understand cultural diversity.

7. Every year during the cultural week, the college organizes departmental festivals. These festivals include different co-curricular activities organized and carried out by students, held over a period of two days. The coordination and execution of these activities is entirely carried out by students. It provides them with an opportunity to learn several skills including people management, finance management, social skills, leadership qualities and environmental awareness (by following the zero-waste policy).

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 4.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	5	7	6

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / 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 other support services.

Response:

The alumni association of college is a registered company under Section 8 of Company Act (Corporate Identity number, U85300PN2021NPL201480). The alumni provide support services in the following ways:

1. Alumni engage in the academic process of the college by serving as members of Boards of Studies under illustrious alumni category.
2. Notable alumni serve as Chief Guests, resource persons and keynote speakers for conferences, seminars and other activities.
3. They provide orientation and training during pre-placement activities of the college and facilitate placement activities for present students.
4. Alumni also provide help in collaborations with industries (Bluepineapple Solutions).
5. Some Alumni have also helped by guiding the students as their external guides on latest topics in research for the student's projects. This helps the students to be in touch with the latest updates in their respective fields.
6. Many of the students studying in foreign countries have also helped new students on their arrival by settling down in the new environment and helping in whatever way necessary.

Other initiatives (under Meet a Friend/ Alumni Connect)

1. Workshops for curriculum development
2. Guest lectures and workshops for technology upgradation for teachers and students
3. Workshops on research methodology
4. Guidance lectures/ sessions for competitive examinations
5. Webinars on trends in technology
6. Active participation and guidance through mentoring sessions.
7. Guidance for answering post graduate entrance examinations of various universities.
8. Sessions on "Higher educational opportunities Abroad".

Alumni have contributed significantly through financial contribution and support in terms of donating laboratory equipments and consumables.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).	
Response: A. ? 15 Lakhs	
File Description	Document
Any additional information	View Document
Link for additional information	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:

The foundation of Vision and Mission of the Institution was laid in 1885, when Deccan Education Society (DES) and subsequently the College was established. The Vision of the Institution emphasized “Knowledge” and this has reflected in the College emblem, which bears inscription “Knowledge is Power”. It also shows a picture of eagle to symbolize youth, soaring with the power of knowledge into the vast sky of challenges and opportunities for all its stakeholders.

All these aspirations stated in the Vision and Mission statement of the College have clearly reflected in its leadership, which has promoted academics and the administration required for academics in an appropriate way. The leadership of the institution has provided an open platform for students by providing them with varied learning opportunities through well-defined learning outcomes and assessments based on their learning outcomes. Similarly, a strong interface between the academics and industry exists by entering meaningful collaborations and linkages with National Institutes and Non-Government Organizations. This has resulted in making students aware as well as equipped with presently much needed skill sets and developing sensitivity towards social issues through its associations with NGOs.

Nature of Governance

1. The overall Governance of the College is managed by our parent organization -Deccan Education Society (DES), which overlooks all the administrative processes.
2. The College follows the governance structure prescribed by the UGC for Autonomous Colleges with representatives from UGC, management representatives of DES, affiliating University, the State Government and Industry which has resulted in appropriate routing of autonomous status and becoming an empowered autonomous college. The Academic Council approves the syllabi prepared by the Board of Studies with suggestions and the Governing Body makes policy decisions and helps in establishing all the systems and procedures (academic and administrative).
3. A decentralized administrative process has been followed by the college. The college has ‘College Development Committee’ as per Maharashtra Universities Act, 2016. In addition to this the college also has “Advisory Committee” to address issues of self-finance programmes.
4. Teachers play a crucial role as part of Committees (Statutory and Non Statutory) to ensure efficient functioning of the College.
5. The perspective plan is prepared by Internal Quality Assurance Cell (IQAC) and representatives from Management. The Governing Body of DES and College are empowered to take key decisions regarding the Academics and Administration in Coordination with the Principal of the College.
6. Some of the steps taken towards achieving goals in perspective plan of development are : designing outcome based education model and a mechanism to ascertain attainment of course and programme outcomes, capacity building of teachers, strengthening of skills sets of students through various approaches (experts from national Institutes, Industry, Community etc.), revising syllabi and fine tuning them with industry/ community needs, starting an open and flexible methods of assessment, promotion of entrepreneurship among students and enhancing Placements and Internships with best

industries in the field. The Governing Body has also been instrumental in establishing P. C. Shejwalkar Center Entrepreneurship and Innovation to promote start Ups and innovative ideas.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The college has well established systems and procedures and practices decentralized and participative management with involvement of all stakeholders.

Level 1: Participative leadership is reflected in academic and administrative decisions of the college which involves Principal, three vice principals, Controller of Examinations, Coordinator IQAC, Heads of the department and Coordinators of post graduate programmes. They are also enabled with certain set of administrative powers.

Level 2: There are committees (Statutory and non-statutory) to facilitate appropriate functioning of the college and timely compliances of academic and administrative activities and guided by IQAC.

Level 3: The college has “College Development Committee” (CDC) under section 97 of Maharashtra University Act, 2016 with teaching and non-teaching representatives. It addresses issues related to teachers, development plan of the college, addition and repairs of infrastructure, collaborations, purchases etc., and recommend to Governing Body for approval.

Other academic/ administrative divisions

1. There is Controller of Examinations with three deputy Controllers of Examinations to address issues of examinations supported by clerical and technical staff. Decisions regarding examinations are taken by the Board of Examinations.
2. The college has three offices – grant-in-aid, self-finance and the third is the accounts and finance section. The Registrar, Office Superintendent and Finance Officer supervise day to day administrative activities. A single window is made available in the office along with one dedicated member of staff for international students.
3. Maintenance of IT infrastructure is carried out by four separately appointed technical staff
4. There is an ERP working committee that handles e-governance of students and examination.
5. The Research Coordination Committee (RCC) handles PhD admissions and research center approvals and other university related processes. It also organizes programmes / workshops related to research, consultancy and activities of incubation centers.

6. Activities/ programmes pertaining to professional development of teachers, skill enhancement and capacity building of students are conducted by the departments.
7. Extension and student support services are taken care of by faculty members and their teams for community engagement activities, creating open platforms/ forum for discussion with corporates, NGOs and other such type of organizations. They are guided by the IQAC. NSS and NCC have teams of programme officers and ANOs which carry out day to day activities and other programmes of NSS and NCC.
8. The College has designated one teacher for coordinating online learning (MOOCs) with UGC-SWAYAM, NPTEL etc.,
9. Sports activities and maintenance of sports infrastructure are investigated by the Director, Physical Education and Gymkhana Managing Committee.
10. Teachers coordinate implementation of programmes/ activities under schemes sanctioned by UGC, DBT etc.,
11. Teachers coordinate and lead various centres/ associations for student support services, Gender issues, Cultural clubs, NET/SET training, transdisciplinary programmes/ courses, workshops, etc.
12. The hostel committee handles the functioning of boys' and girls' hostel and has separate office in the campus.
13. The “Monitoring Committee for Code of Conduct” to ensure its effective implementation.
14. The “Career Facilitation Center” for promoting Industry interaction, conducting pre-placement activities, placement drives and carrying out activities in collaboration with industry.
15. The Library Advisory Committee investigates purchases and automation of services.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Curriculum Design and Development

Planning : Strengthen Board of Studies with inclusion of industry and subject experts for industry ready curriculum and enhance course employability.

Execution : Introduction of skill enhancement component and project-based learning for Arts and Science and at UG and PG levels.

Outcome : Enhanced employability of courses.

Teaching-Learning

Planning : Shift from traditional CBCS teaching system to outcome-based education (OBE).

Execution : Training workshops to understand insights of OBE. The OBE model developed was integrated on ERP.

Outcome : The College has adopted its own OBE model which is integrated on ERP. Every teacher is equipped for online teaching-learning.

Examination and Evaluation

Planning : Examination with special reference to assessment (internal and End semester) to be made more flexible with different methods of assessments.

Execution : Examination system was reformed with inclusion of flexible methods of assessment for internal examination with one compulsory online evaluation. Use of ITLE module of ERP for automated examination process.

Outcome : Flexible methods of assessment and automation of examination.

IT / ICT infrastructure

Planning : IT/ICT facilities to be upgraded, an ERP for e-governance, promote online teaching and use of online library resources etc., to be prioritized.

Execution : ERP for e-governance implemented, additional Wi-fi zones and Library automation

Outcome : Effective use of ERP and ILMS System for Library.

Research, Innovation and Incubation

Planning : Emphasis on quality publications, training for grant writing, increase number of research centres and enhance PhD student enrollment. Seed money provision for supporting research ideas/ projects and route innovations through Hackathons and take steps towards establishment of 'incubation center'.

Execution : Awareness and regular interactions of RCC helped in establishing systems and processes regarding research and budgetary provision for seed money. A committee set up to work towards establishing 'incubation center'.

Outcomes : The college has a policy for research, IPR and prevention of plagiarism, Significant number of publications in UGC CARE list, seed money for projects funded projects from funding like ISRO, BRNS, UGC DAE etc.,

Industry-College Interface

Planning : Meaningful linkages with Industry.

Execution : Industries/ corporate bodies/ NGOs identified as per discipline; a crisp college profile presentation followed by mapping of activities thrust areas common in both was done.

Outcome : College collaborated with KPIT Pvt. Ltd., Pune and provided consultancy services.

Infrastructure

Planning : The campus is 65 acres. Relocation of spaces and creation of new spaces was necessary considering addition of new programmes. This was planned by Estate committee.

Execution : The execution began with the area and location of spaces available followed by feasibility to conduct academic programmes. Once planned, estimates for refurbishment/ renewal are carried out by Estate Department of DES.

Outcome : English, German and French departments relocated, Hostel/Rector office, computer science laboratories under one roof- UG and PG, Media Center for B.Voc. programmes, additional laboratories for Zoology, creation of a new PG laboratories of biochemistry and botany established. Additional space for 2/4-wheeler parking, and road widening of main entrance have been completed.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The College has well defined organizational structure as per UGC regulation of autonomous colleges. The College functions as an autonomous college which has Governing Body, Academic Council, Finance Committee and each department has separate Board of Studies. The structure and functioning of these bodies are as per UGC regulations for autonomous college, 2016 and subsequent revisions in the regulations. The College has “College Development Committee” (CDC) as per Maharashtra University Act, 2016. The CDC participates in functioning of the college by looking into issues of infrastructural requirements of the college, approval of leaves of teachers and other issues of teachers.

The College Principal is the Chairman for all Institutional bodies except Internal Complaints Committee. There are three Vice Principals, IQAC Coordinator, Controller of Examinations and Examination committee for day-to-day functioning of the college. Three Vice Principals are responsible for administrative work, admission process, addressing student issues etc., The college has three sections in

the Office- grant-in-aid, self-finance and Accounts and Finance Section. The other committees are Timetable Committee, Forum of Arts and Science Heads, Hostel Committee, ERP committee, Website Management Committee, Library Advisory Committee, Research Coordination Committee, IQAC, Feedback Committee etc., to carry out routine procedures and activities of the college. The college has two NCC Officer (Army and Navy) and three NSS programme Officers.

The Controller of Examinations is responsible for conducting end semester examinations while internal examinations are conducted by the respective departments. IQAC is responsible for monitoring teaching-learning processes of the college, implementation of OBE model and promotion of quality circles in the campus. The IQAC prepares proposals and presentations for funding schemes of central agencies. Implementation of programmes/ activities as required by the scheme is carried out by IQAC. Similarly timely data submissions to University, AISHE, NIRF and preparing and uploading of AQAR are carried out by IQAC.

The Director, Physical Education is responsible for participation and organization of sports events for the students. The requirements of sports are looked into by “Gymkhana Managing Committee”. Implementation of programmes/ activities in the college as per guidelines of the State and Central Government like ‘Swarnim Vijay Varsha “Azadi Kaa Amrit Mahotsav” and “Haar Ghar Tiranga” are carried out by GMC.

The statutory committees are – “Prevention of Sexual Harassment (ICC)” and ‘Anti-Ragging Committee” which function as per regulations of State Government, Vishakha Guidelines and UGC regulations.

The service rules for grant-in-aid teachers are as per the regulations of department of higher and technical education, Government of Maharashtra and Joint Director, Pune region. The appointment of teachers is a per UGC regulations and norms of affiliating university.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View 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 and avenues for career development/ progression

Response:

The College has constituted welfare measures and a concrete support system for its staff (teaching and non-teaching).

Welfare schemes for Wellness

1. For teaching and non-teaching staff of self-finance- Medical insurance, Gratuity, provident fund and earned leave. Similarly for teachers and non-teaching staff under grant-in-aid all welfare measures like reimbursement of medical bills of the employee and parents, gratuity, provident fund and pension for those employed before the year 2005 are provided.
2. Staff Quarters/ Residential Quarters are provided to the Principal, Chief Rector of Hostel and few teaching-nonteaching staff of the college in campus.
3. Job for compassionate grounds for non- teaching staff.
4. Yoga sessions for staff.

Financial Welfare Support Schemes

The College has well established “Registered Credit Cooperative Society- “Fergusson College Pathpedi” for all teaching and non- teaching staff of the college. The Cooperative Society provides loans to all staff members who are members of Cooperative Society. The Cooperative Society has following schemes for employees of the college.

1. Loan Scheme for employees:

- Long term loan Rs. 25,00,000.00 for 180 months,
- Incidental loan Rs. 1,00,000.00 for 24 months
- Short term loan Rs. 50,000.00 for 12 months
- Diwali Festival Loan Rs. 50,000.00 to one lack for 10 months

(Maximum 3 loans can be availed by members/employees)

2. Other Financial Schemes

- Fixed deposit scheme for employees for following tenure (Deposit for 06 months, Deposit for 12 months, Deposit for 24 months and Deposit for 36 months).
- Share Capital: Members can contribute monthly share capital up to Rs. 3000.00.
- Loan security scheme: 100 % Long term loan is secured for any type of death during loan period. Security for Loan borrowers, nominee and guarantors.
- Aapulaki Scheme: Rs. 25,000.00 is immediately given to member due to death.
- Gunvanta Palya Yojna-Felicitation of scholars who are wards of employees
- Felicitation and appreciation of faculty members for a degree or special achievement.
- Felicitation of faculty members on their superannuation.
- Jeevan Sanjeevani Medical Assistance Loan- Rs,2,00,000.00 with 8% interest rate.

3. Welfare schemes for academic and research enhancement

- Duty Leave for participating in State/National level conferences and seminars
- Special duty leaves for participating in overseas conferences/seminars
- Financial support to attend and present research papers at conferences and seminars or attend through reimbursement of registration fees.
- Seed money for research.
- Workshops and skill enhancement programmes for domain knowledge
- Free internet/wi-fi facility on campus and email address using the domain name of the college/institution with one TB storage capacity for their e-mail's IDs.
- Certificate/Letter of Appreciation for exemplary work in research and consultancy.

File Description	Document
Any additional information	View Document
Link for 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: 1.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	14	1	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 20.06

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
55	64	45	17	23

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College/Institution has inbuilt mechanism which performs timely checks on the expenditures incurred under various budget heads (Ledger heads) of the Institution. The checks are performed on expenditures incurred from the College funds as well as for all types of grants received from government funding agencies like UGC, DBT and others. The timely checks are carried out by the Accounts Department of the College, External Auditor (Chartered Accountant) and Internal Auditor (Chief Finance Officer of parent organization i.e., Deccan Education Society). Apart from this, regular meetings are also conducted which help in allocating the budget- department wise/activity wise, in tune with the objectives of the schemes. Audit/Verification is carried out in the following ways:

1. Verification of all cash bank receipts and payments.
2. Surprise verification of cash atleast four times a year.
3. Listing of major cash payments.
4. Verification of quotations wherever necessary.
5. Verification of tax deduction at source (TDS) applicability, before payments especially for vendors, contractors and professionals.
6. Verification of Bank reconciliation of all bank accounts.
7. Verification of salary register and its reconciliation of TDS.
8. Cross verification of salary payments/ salary bills against record of appointment of teaching and non-teaching staff.
9. Verification of record of work done/ attendance on muster, leaves granted and actual attendance as per biometric records, leave applications, sanction of leave by appropriate authority etc., of teaching and non- teaching staff are also checked regularly.
10. Teacher wise timetable with attendance record, attendance timing of teacher as per biometric attendance and actual salary bill claims are also verified.
11. Verification of interest earned on investments.
12. Average cash bank balances on monthly basis is carried out. Also checks are performed whether liquid funds have been invested?

13. Verification of budget variance.
14. Fees reconciliation statement needs to be verified with student record/attendance register.
15. Verification of admission cancellation cases and its refund are also checked and verified.
16. Reconciliation of grant receivables (salary and non-salary) and grants obtained through various schemes of UGC, DBT etc., are performed.
17. Checking of outstanding fees, is observed. The Finance Department of DES also checks whether genuine effort by the college is made to collect outstanding fees. Fee Waiver applications are also closely monitored and approved only by competent authority of DES.
18. Verification of miscellaneous and other income and receipts is also seen. Charges for certificates (bonafide) are verified and counter checked with receipts issued by the college accounts office.
19. Verification of scrap disposal and recording of receipts in books of accounts.
20. Items of any income leakage noticed by the auditors is also checked and verified.
21. Verification of examination expenses is also carried out.
22. The amounts received or deposited in the bank accounts of student beneficiaries who have received scholarships, Freeships from State Government and University are also verified. Similarly, verification is also carried out for compliances of State Government and University.
23. For Scholarships/ Freeships, are verified by assessing the unspent amount and communicated to the respective competent authority.

File Description	Document
Any additional information	View Document
Link for 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 and V) (INR in Lakhs)

Response: 62.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.2	52.82	0	6.85	.5

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

There are different sources from where funds are received by the college.

- The main resources are fees (grant-in-aid and self -finance), grant-in-aid salary and interest from banks.
- The other sources are funds from University Grants Commission for different schemes (Special Heritage Status Grant, College of Excellence, STRIDE Component-I) and Department of Biotechnology, Ministry of Science and Technology and funds under the scheme of Rejuvenation of water bodies is also a component under water supply sector of Atal Mission for Rejuvenation and Urban Transformation (AMRUT) scheme under Ministry of Housing & Urban Affairs. AMRUT 2.0 through AICTE.
- Funding for research is from Board of Nuclear Sciences (BRNS), ISRO and the Department of Science and Technology.
- All the skill enhancement initiatives, capacity building programmes (students and teachers), workshops etc., are carried out through funds available under specified budget heads under the schemes.
- Funds in the form of donations are received only by our parent organization ie., DES. Most of the time these funds are meant for providing endowments/ scholarships to students or for developing a particular space on the campus.
- The DES and College receive funds in the form of endowments/ prizes/ scholarships which are distributed every year as per the agreement with the donor/philanthropist.
- Every year the college (Accounts and Finance Section) prepares the budget depending on the activities/ programmes of the college (recurring and capital). The requirement for each year (chemicals/ glassware/ equipment/ computer machines/ computer peripherals, furniture etc.,) purchases are invited from each department. The budget then prepared is discussed with Heads of the department and Vice Principal and after revisions, it is finally submitted for approval to DES.
- The library has a separate budget for subscription of journals and purchase of books. The budget for Library is approved in the Library Advisory Committee and accordingly provisions are made in the annual budget.
- Additional expenses (over and above the budgetary provisions) is met out by DES.
- It is ensured by every department/ teacher coordinator and IQAC, to look into expenditure made under schemes under the specified budget heads of the scheme. An SOP is in place for utilization of funds under schemes from different agencies.
- For any kind of purchase/ repairs, DES has a list of 44 questions which justify the purchase/ repair, once this is approved in the CDC, then it is passed on to the Governing Body of DES, which finally approves it.
- For purchases under schemes or through schemes, DES has established ‘Central Purchase Committee’ (CPC). All requisitions for purchases are sent to CPC. CPC invites quotations, carries out negotiations with the vendors and finalizes the cost and prepares a Resolution (CPCR) which is then sent to respective college/ department. For purchases related to IT infrastructure, the DES has an IT committee which investigates the actual requirements and asks the respective department to prepare a BOQ (bill of quantity). Based on the BOQ the items are procured and work is completed.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The recommendations given by the NAAC Peer Team in the third cycle were considered and following incremental initiatives were taken by IQAC:

- **Status of the College**

- Affiliated to autonomous college in June 2016 and shortlisted to be upgraded to State University under RUSA 3.0 scheme (upgradation of autonomous colleges to State University) in 2019

- **New programmes under autonomy (newer areas of learning)**

- 1.M.Sc. Computer Applications
- 2.M.Sc. Data Science and
- 3.M.Sc. Zoology

- **Curriculum**

- 1.Skill, entrepreneurship, gender and environment in curriculum.
- 2.Revisions in B.A. and B. Sc. credit structure with project-based learning component (3 credits) for Arts and 2 credit Skill Enhancement Course for Science

- **Teaching-Learning**

- 1.Teachers trained for online/blended mode and software enabled tools.
- 2.OBE based teaching and evaluation
- 3.Augmented teaching by industry experts and PMRF fellows (IISER, Pune)

- **Examination /Evaluation**

- 1.Flexible method of internal evaluation and automated examination process (ITLE)

- **Mentoring**

Mentoring for each student through well-established mechanism.

- **Research**

- 1.Enhanced publications in UGC CARE list and Scopus/ Web of Science (number :245)
- 2.Total number of guides is 33 and research students is
- 3.Seed money for research for teachers.
- 4.Research funding DST, BRNS and ISRO.
- 5.P. C. Shejwalkar Center for Innovation and Entrepreneurship (Incubation Centre)
- 6.Turnitin plagiarism check software.

- **Extension and Outreach**

Activities with NGOs with focus on national missions.

- **Infrastructure (increase in built up area and optimal utilization of space)**

- 1.Relocation and creation of additional spaces for departments-Media Center, creation of PG block in academic complex (botany, biochemistry and computer science), two additional laboratories in Zoology, separate hostel/rector office, entrance road widening and additional parking space for two and four wheelers.
- 2.Rejuvenation of botanical garden.

- **IT Infrastructure**

- 1.Firewall security, 100 MBPS bandwidth, separate internet switches (layer 3, CISCO, 2.5 GHz and 5.00GHz and 1 GBPS ports) in departments to enhance connectivity and internet speed.
- 2.Wi-fi zones (69) in the campus.
- 3.License copies of software for teaching-learning (21 other software + Microsoft Teams).

- **Library and Learning Resources**

- 1.Subscription of e-journals (indian Journals and SAGE Publications), e- books (258).
- 2.Automated Library Services.

- **Resource Mobilization**

- 1.UGC (college of excellence, special heritage status, STRIDE- Component-I, Autonomy grants etc.) and Department of Biotechnology (STAR College Scheme)
- 2.Addition in terms of physical infrastructure, equipment's and development of special facilities for research.
- 3.Resources mobilized at college/institutional level are UGC-College of Excellence Grant: Rs.1,64,00,000.00, UGC-STRIDE Scheme Component-I Rs. 47,60,000.00, DBT -STAR college scheme: Rs.2,12,40,889.00 and AICTE-Mission Amrit Sarovar Jal Dharohar Sanrakshan-Rs.2,00,000.00)

- **MoU/Collaborations**

Formal MoUs with NGOs, industries and long-term collaboration with KPIT PVT., Ltd.,

Pune.

- **Alumni Association**

“Fergusson College Alumni Association”- Registered Company under Section 8 of Company

Act.

- **Website**

SSL certification and additional space of 100GB for website and restructuring and face lift.

- **NIRF ranking (under college category)**

2018: 19th; 2019:27th; 2020: 42th ; 2021: 96th and 2022: 57th

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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC reviews teaching-Learning process, structure and methodologies of operation and learning outcomes at periodic intervals.

Review- I: Academic Audit

- The review starts with course allotment by the head of the department and the teacher prepares a teaching plan for the course based on the number of days available for teaching.
- All these details are entered in ‘teachers diary’ by the teacher and verified by the Head of the department.
- At the end of the semester the teacher submits a one-page academic audit report to the Head of the department. This was then reviewed by the faculty vice principal and IQAC.
- The academic audit is part of the annual performance appraisal of the teacher which is again verified by the IQAC.

Review-II: Monitoring of teaching-learning through OBE

- Outcome Based Curriculum/ syllabus
 - Curriculum for all academic programmes has Programme Outcomes (POs), Programme Specific Outcomes (PSO) and Course Outcomes (COs) and in tune with the vision and mission of the college. The Course Outcome describes the achievement of students after completion of the course.
- Outcome Based Teaching-Learning
 - Student centric teaching pedagogies/ methods and flexible methods of evaluating students like problem solving, open book test or any other method preferred by the students help in enhancing learning outcomes.

- Course Attainment
 - Attainment of CO, PO and PSOs is evaluated by using direct and indirect assessment tools. Direct attainment is measured by various assessment methods adopted during internal and end semester exams. For indirect attainment, student exit survey, employer survey and alumni survey are taken. After the course completion, CO attainment is measured and after completion of a programme, PO attainment is also obtained by using OBE software.

Other Review Processes

- Teachers audit process (semester wise) helps to know the performance of the teacher, as evident from the teaching plan, distribution of topics/chapters for a particular course.
- Inputs from the online feedback are analysed and used for improvement in delivery of courses, teaching methodology, revisions in the syllabi etc.,
- Inputs from Student Satisfaction Survey (SSS) helps in understanding academic improvements to be carried out and appropriate actions are taken in this regard.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Fergusson College takes different measures to sensitize its student community on gender equity through curricular, co-curricular activities and extension activities. Committees like Internal Complaints Committee ensures safety of the students.

Evidence of gender equity:

- Annual gender action plan is prepared, implemented and published on the website.
- Faculty hold equal administrative and academic leaderships such as Head of Departments, deputy controller of examinations, Academic Council, Boards of Study and IQAC.
- Enrolment ratio of students indicates equal representation of both genders.

Curriculum

The curricula especially for social sciences is designed to include gender perspective to look at concepts and processes in the particular discipline. Women's representation, role and position in development is studied in political science and economics with focus on their empowerment with respect to concepts of gender development and gender budget. While geography syllabus focuses on the impact of scarce resources on gender, sociology questions the pendency of implementation of social reforms related to marriage and family and other constitutional and legal provisions. Literature by women is studied in the language curricula while they also focus on other literature from the gender lens. Generally, the outlook of the curriculum is inclusive and focuses on understanding women as equal citizens.

Co-curricular activities

The following list is a glimpse of co-curricular activities organized by the College that throws light on gender related issues and challenges:

- Interactive webinar on “*Sexual Harassment at Workplace Act 2013*” was conducted by Adv. Seema Deshpande
- In order to make students more cognizant of *POSH act* and working mechanism of committee against sexual harassment (Internal Complaints Committee), a guest lecture was organised where Advocate Assunta Pardhe, Smt Alka Joshi and Shri. Rushal Thakar from Chetna Mahila Vikas Kendra and Abhivyakti were the speakers.
- Poster making competition was organized on “*Women: Struggle and Rise*” to highlight rise of women over hurdles in life.
- A lecture on “Mental health of Woman” was arranged on 8th March 2021. Dr Megha Deuskar

explained the antecedents for poor mental health of the woman.

- On the occasion of 100 years of the International Astronomical Union, department of physics organized a talk on “*Realizing Women in Astronomy and Astrophysics*”.
- Muse is an organization which carries out activities for promoting woman menstrual health. The students of Fergusson college work as active volunteers for Muse.
- NSS cell conducts various activities for gender sensitization and safety.

Facilities

Safety and Security

The campus has 24X7 security in campus and monitored by 228 CCTV cameras

Common Room

A separate “Ladies Room” for girl students is available in the campus.

Sanitary Vending machines and Incinerators

Sanitary vending machines (05 nos.) and sanitary napkin incinerators (16 nos.) have been installed in the campus to address menstrual needs of girl students.

Counselling

MANAS aptitude and counselling centre caters to the counselling need of the student's fraternity. Apart from personal counselling, the students can avail ‘*Sharing Circle*’ - which is a group counselling session facilitated by the counsellor. The mentoring system in the college provides psycho-social and academic support to the girls.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant

- 3. Wheeling to the Grid
- 4. Sensor-based energy conservation
- 5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Fergusson College is sensitive towards environmental issues and pro-actively engages its stakeholders in sensitizing them regarding environmental concerns. The policies for such purposes are in place.

1. Solid Waste Management:

- Solid waste management process of the institution is certified by Enrich Consultants, Pune registered with Maharashtra Energy Development Agency (MEDA).
- College premises and the Departments have separate bins to segregate dry and wet waste.
- Leaf litter collected from campus and botanical garden is composted using compost pits.
- Kitchen and food waste from the canteens is disposed off through Biogas generation plant.
- Plastic waste is disposed through authorized waste collectors. College campus is free of single use plastics.
- Paper waste generated is collected and handed over to an authorized agency for recycling.
- College avails the services of 'SWaCH' recognized by Pune Municipal Corporation for collection of solid waste.

2. Liquid Waste Management:

- Liquid waste in the form of greywater generated from the ladies' hostel is treated using greywater treatment plant and used for watering gardens in campus. Treated water is used for watering the internal gardens.

3. E-Waste Management

- E-waste generated is collected centrally in the E-waste collection bin, which is placed at the entrance of main building.
- College avails the services of 'Purnam Ecovision Foundation' to dispose of e-waste collected at respective units

4. Waste Recycling System

- Liquid waste in the form of greywater is recycled using greywater treatment plant and water is used for maintaining garden.
- Paper waste and e-waste is given to authorized agency for recycling.
- Plastic waste is collected through various drives in college and handed over to authorized agency.
- Awareness programmes on waste management are conducted in the campus. Staff and students are conscientized on reducing waste and avoiding single use plastic. Students reuse plastic and paper waste during college festivals for various activities.

5. Biomedical Waste Management

- Laboratory based biomedical waste, generated during practical sessions for undergraduate and postgraduate students, is disposed of by set procedures.
- Solid and liquid media used to grow non-pathogenic microbial culture are removed in autoclavable bags and decontaminated by using 1% sodium hypochlorite followed by autoclaving before discarding.
- Used sanitary napkins are disposed of using incinerators installed at ladies' washrooms.

6. Hazardous Chemicals and Radioactive Waste Management

- Laboratories do not use any radioactive material for academic purpose or research work.
- Orientation and awareness about Lab safety is carried out by faculty at the Department of Chemistry for all the students during lab tour process. Safety Manual is also shared with students.
- Chemistry laboratories have fume-hoods which removes gases, vapours and control exposure to hazardous or toxic fumes.
- All chemicals are labelled properly to avoid use of unknown chemicals and / or inadvertent reaction.
- Proper handling of reactions by-products, reuse and recycle of chemicals are promoted during Chemistry practical.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The College provides a rational, equitable, fair and inclusive environment to staff and students belonging to all the diverse strata of the society.

Various activities are undertaken every year under the auspices of the National Service Scheme, the

SAATHI, the SOEC (Social outreach and Enabling Centre) and different Departments to foster spirit of inclusivity and understanding towards the cultural, regional, linguistic and communal diversities found in our surroundings. They also aim at creating empathy in the minds of students towards the deprived and marginalised sections of the population.

1. Activities for Promotion of Cultural Harmony and Appreciation of Diverse Culture:

The following are some of the activities which inculcates a feeling of cultural harmony and appreciation towards diverse culture:

- a) Traditional day is celebrated every year as a part of college annual festivals. Students and staff participate wholeheartedly in traditional day by portraying their culture using traditional attire and perform different activities.
- b) Every year, students and staff of college welcomes 'Shree Sant Tukaram Maharaj Palkhi' and serve snacks and tea to all the devotees.
- c) NSS unit of college organises programmes regularly which connects youth with the tradition and culture of different states of India. Such activities make them sensitive towards fellow students belonging to different part of India.
- d) National Integrity Tour, a socio-cultural and educational tour to North-east India is arranged every year. Students get an opportunity to explore the rich and diverse cultures of the region. It helps to remove the preconceived notions regarding the racially diverse region and build the spirit of inclusivity and tolerance towards the people.
- e) Cultural programmes showcasing India's rich and diverse heritage of song and dance are organised in the annual social programme.
- f) 'Panaroma': a fest by and for International students (Sri Lanka, Afghanistan, Bangladesh, Nepal, Zambia, Saudi Arabia, Zambia etc.) for showcasing their diversity and culture .

2. Activities for Promotion of Languages:

The College strives to foster an inclusive environment by promoting national languages.

- a) Hindi Diwas.
- b) Promotional activities by German and French languages.
- c) Marathi Language Day
- d) R. N. Dandekar One Act Play Competition, Geeta Jayanti, Meghdoot Triveni, and Performing Arts in Sanskrit,
- e) Science, Spirituality and Success
- f) Science and Sanskrit'

3. Activities for Promotion of Socioeconomic Inclusivity:

- a) Provision for 'Needy student's fund' for financial support.
- b) NSS and SOEC unit also organises food donation drive and helping hand for flood relief activities.
- c) Science Education Initiative (SEI) programme helps to transform low-income communities by providing world-class Math and Science education in Marathi (local language), English and Hindi.
- d) Amrutvarsha: Understand farming activities by volunteering.
- e) Shrama-sanskar shibir: An annual ten-day winter camp of NSS for promotion of rural development.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The College conducts various activities to cherish and follow the noble ideals that inspired the national freedom struggle and imbibe the constitutional spirit among the teaching and non-teaching staff and students. One of the goals of the College is to inculcate good moral values and a sense of nationalism among students. For this, various curricular and co-curricular activities and sensitization programmes are carried out regularly in the college focusing on sensitization of students and staff on constitutional obligations: values, rights, duties and responsibilities of citizens.

1. Sensitization Programmes on Constitutional Obligations

- Expert lectures were conducted on 'Awareness about Internal Security' helped the students to sensitise about the citizenship duties.
- Interview on the topic 'Indian Democracy' enthused the students about the rights and commitment to constitutional values of equality, justice and fraternity
- The commitment to service to the nation in terms of discipline and social responsibility is nurtured through the various activities conducted by the NCC and NSS respectively.
- NCC unit celebrated 'International Anti-Corruption Day' which highlighted the rights and responsibilities of youth towards demolishing corruption from the country.
- Commemoration of 'Kargil Vijay Diwas' by NCC unit annually reiterates the sacrifice of martyrs to protect our sovereignty and constitutional rights. This also helps to motivate the students to join the Indian armed forces.

- Invited talks by NSS unit on topic like ‘Saksham Bharat’ motivated the students to follow their duties towards the society and to channel them in the right direction.
- Students, teachers and election commission officers took an oath to vote during an ‘Voter Awareness Drive’ conducted at the College campus.

2. Activities to Promote Values of a Responsible Citizen

- Blood donation camps were organised annually at college which helped to sensitise the students.
- NCC unit took initiative to collect funds for Kashmir Earthquake Relief camp.

NSS unit organised Food donation campaign for flood affected people of Kerela. These activities inculcated the sense of a responsible citizenship among students. **Courses Addressing the issues relevant to Constitutional Obligations; Democracy, Election and Governance and Human Values**

- The curricular design of social sciences, humanities and languages reflects the spirit of Constitutionalism generally, while disciplines like Political Science have Courses like Democratic values that includes a section on Citizenship values.
- The College conducts two credit compulsory courses as a part of the credit structure of the students’ graduate and postgraduate degree programmes:
 - Democracy, Election and Governance
 - Introduction to Constitution
 - Human Rights

3. Student Research Project on Constitutional Obligations

Undergraduate students in college pursue their academic research projects reflecting constitutional values as a part of their academic programme. This

The Government of India initiative of *Azadi Ka Amrut Mahotsav* was capably and enthusiastically responded to by Fergusson College through a series of programmes starting with the *Founders’ Day* on 9th August 2022, series of guest lectures, *Atmanirbhar Bharat*, *Rakshabandhan*, *Photograph with Tiranga*, Rally of the College staff and students and *Akhanda Bharat Sankalpa Din* on 14th August 2022, Flag hoisting on 15th August 2022 and *Samuha Rashtragaan* on 16th August 2022.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website

2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The College observes commemorative days throughout the year.

Observation of the Birth Anniversaries of makers of modern India:

1. Saint-poets from medieval India, like Saint Sevalal Maharaj, Sant Ravidas Maharaj, Mahatma Basaveshwar and Sant Santaji Jagnade Maharaj
2. Maharshi Valmiki, the author of Ramayana
3. Jijau Masaheb, Chhatrapati Shivaji Maharaj, Maharana Pratap and Ahilyadevi Holkar have shaped the history of medieval India through their contribution.
4. Social and religious reformers from Maharashtra: Savitribai Phule, Swami Vivekananda, Sant Gadgebaba, Mahatma Jyotiba Phule, Rashtrasant Tukadoji Maharaj, Raje Umaji Naik, Rajarshi Shahu Maharaj, Dr. Babasaheb Ambedkar, Sahityaratna Annabhau Sathe, Birsa Munda, etc.
5. Freedom fighters: Krantisinha Nana Patil, Netaji Subhash Chandra Bose, Swatantryaveer Sawarkar, Lokmanya Bal Gangadhar Tilak, Pandit Jawaharlal Nehru, etc.
6. Gandhi Jayanti is observed to remember the contribution of the leadership of Mahatma Gandhi in winning us independence
7. The birth anniversaries of deceased prime ministers and presidents who successfully led the Indian democracy

Special days are observed as national days in order to commemorate some values and goals cherished by the Indian Constitution.

1. Constitution Day is observed every year to pledge allegiance to the Indian Constitution.
2. Shaheed Divas is observed in the memory of Shaheed Bhagat Singh, Sukhdev and Rajguru.
3. Anti-Terrorism and Anti-Violence Day is observed as a solemn reminder to citizens to help the State fight against terrorism and violence.
4. Rashtriya Sankalpa Diwas is observed in the memory of former Prime Minister Late Shrimati Indira Gandhi. Her birth anniversary is observed as Rashtriya Ekatmata Din.
5. The contribution of Sardar Vallabhbhai Patel is observed as Rashtriya Ekata Diwas.
6. The birth anniversary of former Prime Minister Late Rajiv Gandhi is observed as Sadbhavana Diwas to promote national unity, peace, empathy, goodwill and communal harmony among Indian of all faiths. It also marks a commitment towards the environment.
7. The birth anniversary of Pandit Deendayal Upadhyaya is observed as Antyodaya Diwas in order to renew the commitment to the uplift of the poorest of the poor.

Following days are observed as a part of the NCC activity:

1. Kargil Vijay Diwas is celebrated on the 26th of July to commemorate the victory of the Indian army in Kargil.
2. Armed Forces Flag Day is celebrated by NCC unit on 7th December

International Days:

1. International Yoga Day is celebrated on 21st June through yoga sessions for staff and teachers
2. World Environment Day is celebrated on 5th June through different activities organized by different departments.
3. Since we have many blind students in our college, we observe Louis Braille Day to renew our commitment to inclusion and empowerment of the visually disabled students.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practise -I

Title of Practice: Fostering Active Learning Strategies in Teaching-Learning

Goal

- To equip students with techniques/ use of technology.
- To instil sense of research in undergraduate and post graduate students through project- based learning.
- To equip students with interdisciplinary knowledge and enhance their knowledge base.
- To promote interaction with subject experts, scientists, academicians and industry experts.
- To make students employable and industry read

The Context

Higher education demands overall growth of the students and provide them learning opportunities and make them employable. It is not always possible to enrich curricula with all the knowledge and expertise needed for their academic progression and move towards internships and lead to placement opportunities. Hence, additional efforts by the higher educational institutes are essential to equip students and make them aware of new technologies and hands on experiments. Interdisciplinary learning is also needed to cater to industry needs.

Practices

The College/ departments organizes Hands on training sessions with the help of industries and research institutes and other higher educational institutes which help students in increasing their knowledge horizons and in a way equips them new techniques. Project based learning has been practised by the college over a long period of time in both the faculties, which has promoted sense of research among the students. Workshops on interdisciplinary areas especially on learning new techniques/software's/technologies has provided an edge for our students and resulted in better placement opportunities. Learning and interacting with meritorious alumni and few sessions with present students has helped in grooming of students and helped in understanding new avenues/requirements in industries,

research institutes and also in International Universities.

Evidence of Success

The overall impact of above -mentioned efforts has helped students and teachers to go beyond the curriculum and learn beyond the scope of the curriculum. Regular interactions with experts, scientists have helped students in widening their scope of learning. Apart from this, Career Summits and Sectorial Summits conducted in collaboration with recruiters and industries and industry HRs has paved way for both students as well as teachers in understanding industry needs and bridging the gap between academia and industries. Hands on training sessions especially for undergraduate students has equipped them in practically doing certain experiments/ techniques used in research institutes as well as in industries. Project based learning has given students an opportunity to do research, write papers and publish and in many cases, present their work in conferences. Learning of softwares/programmes like ‘R’ programming, ‘PYTHON’ programming for life students has helped them to analyse data generated through research projects and provided an understanding of presentation of scientific data.

Best Practise -II

Title of the Practice: Efforts for Differently abled students – SAATHI Enabling Center

Goal

- To help and support students with blindness
- To equip these students with skills needed for their academic and career progression.
- To help them evolve and bring them in main stream on par with their counterparts.

The Context

SAATHI Enabling centre has been established in the College. The objectives of this Center are to promote and help disabled students especially those with blindness. The center works for disabled students in their study and personality development. SAATHI also helps in identifying their skills, quality and abilities in them. As a part of their activities specifically for developing their academic abilities, the Center organizes various programmes and activities which include workshops, lectures by eminent persons for their overall development. SAATHI also provides study material for these blind students in form of recording of books prescribed in their curriculum. SAATHI provides writers for their exam and assigns student volunteers (called as peers) who help them in their office related work and their routine movements in the college campus. SAATHI also organizes local trips in nearby areas, which help them to build a friendship bond with other students.

Practices

The SAATHI Enabling Center conducts following activities and programmes for students with blindness.

- Computer training classes with dedicated computers with JAWS software.
- Painting Exhibitions for blind students- ‘Closed Eyes and Open Minds’.
- Sports competition like Chess.
- Scholarship for blind students – Given by Chennai Foundation
- Celebration of ‘Braille Day’

- Trips to nearby areas like Junnar, Shivneri Fort, Kolaba Fort, Kankeshwar Temple, hri Ballaleshwar Ganpati Temple, Pali and Akshi Beach, Alibaug.
- Guest lectures and programmes like “LAKSHYA” for orienting blind students for competitive examinations.
- Virtual Study Circle, is an ongoing activity between student volunteers/peers and blind students where they engage themselves every week in academic discussions from exam point of view.
- A new initiative called, “Let's Record”, [the first Audiobooks' Website of SAATHI, www.vargshikshak.com] has been started when a countrywide lockdown was announced in India, It allows people from all around to record books for the blind students to help them pass their time during the period of lockdown and after knowing the importance of our Initiative, it was covered by well-known Times of India Group on 30 May 2020, in their issue.

Evidence of Success

All these activities have helped blind students to learn in academics as well as in their routine life and has created a sense of belongingness in them. The center has provided a conducive environment to promote the overall development of these students. Few achievements are, SAATHI, was awarded Drushti Sanman Puraskar" by Drushti NGO on 16th Feb, 2018.our students, Aniket Bende (TYBA) has won gold medal in international Olympiad of Performing Arts organised by Akhil Bhartiya Sanskrutik Sangha at Dubai. Laxmikant got selected as probation officer in State Bank of India, Sanjeet Hoskoti (TYBA) wrote his own book named ‘My experiences and feelings of a dog’ in English.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Fergusson College is a 137-year-old college and one of the premier institutions in the field of higher education. The college is a bi-faculty (Arts and Science) coeducation College. It offers a wide range of academic programmes in Arts and Science. The college offers 29 undergraduate, 19 postgraduate and 12 doctoral programmes covering both faculties. The college is affiliated to *Savitribai Phule Pune University* (formerly University of Pune) and became autonomous in June 2016.

The College was accredited by NAAC in 2004 (first cycle) with “A” Grade, in 2010 (second cycle) with “A” grade (CGPA 3.26) and “A” grade (CGPA 3.62) in 2015 (third cycle). The College has been recognized by UGC as “*College with Potential for Excellence*” and subsequently as ‘*College of Excellence*’.

The College has participated in NIRF ranking since 2017. The NIRF ranks are as follows:

Year	Rank
2017	35
2018	19
2019	27
2020	42
2021	96
2022	57

Ten Science departments are recognized under DBT STAR College Scheme since 2014 till date, out of which **four** Science departments have achieved STAR status under the scheme. The college also received UGC STRIDE transdisciplinary scheme, which has promoted interdisciplinary / transdisciplinary training and learning across the departments.

Distinctive features of the College

1. Our founders played a proactive role in the process of social and political reform that India needed during the 19th Century. Hence, Fergusson College played a leading role in the Indian renaissance during the freedom struggle by awakening and inspiring the youth and continues to do so even today by endeavouring to keep abreast of the changes taking place in the academic world and society at large.
2. Campus of 65 acres with green spaces, well maintained heritage infrastructure and independent science buildings.
3. Value-based holistic learning by integrating traditional and innovative learning practices to match the highest quality standards.
4. Motivate the students to bring out their creative potential and nurture the spirit of critical thinking.
5. Equip students to adapt better to the changing global scenario and gain access to multiple career opportunities.
6. Provide inclusive education by making it accessible to all sections of society.
7. Inculcate a strong sense of nationalism in keeping with the glorious heritage of the institution.
8. Sensitize and engage students in issues of gender equality, human rights and ecology in order to make them socially responsible citizens.

Other features

1. Wide range of academic programmes with significant academic flexibility.
2. The Institute actively fosters active learning strategies for enhancing teaching-learning processes by equipping students with recent technologies/techniques, instilling sense of research in undergraduate and post graduate students through project- based learning. The Institute also promotes interdisciplinary learning to enhance the knowledge base of students.
3. Support to differently abled students (learning and other academic activities) through *SAATHI*

Enabling Center.

4. Industry interface for teaching-learning.
5. Provision of Institutional scholarships for needy and deserving students.
6. Support for slow learners through bridge and remedial courses.
7. Advanced learner supported to undertake higher order learning.
8. Collaborations and linkages with Institutions, National Laboratories, Industries and international Universities to support training/ internship and placement.
9. Promotion of research through student projects and support to present and publish papers with mentor teacher.
10. Promotion of innovative research ideas through *Dr. P. C. Shejwalkar Centre for Innovation and Entrepreneurship*.
11. Social outreach activities through *Social Outreach and Enabling Center (SOEC)* with NGOs to sensitize students about social issues.
12. A platform for overall personality development of students.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Steps Towards strengthening Autonomy

1. Planning and Implementation of OBE process across all academic programmes. Articulating Course Outcomes for all undergraduate and post graduate academic programmes as per revised Bloom's Taxonomy.
2. Implementation of evaluation system based on OBE and measuring the attainment of Programme Outcomes, Programme Specific Outcome and Course Outcome for all post graduate academic programmes.
3. Design and develop a teacher rating system for teaching-learning process which would be autogenerated through ERP system.
4. Take concrete steps towards establishment of "Incubation Center" in the campus and begin with identifying ideas leading to innovation through competitions, identify incubates and also approach industries for such type of venture.
5. Develop meaningful linkages with industries for internships, training of students (in house, by industry experts), prom
6. Promote placement activities and propagate consultancy projects wherever possible (mathematics/statistics/psychology etc.). Interact with industries to specific type of courses / electives (industry relevant) and integrate it in post graduate curriculum.
7. Strengthening Mentoring system by linking activities of mentoring with industry networks and prepare a platform for students to interact with industry personnel and discuss industry relevant issues for student career progression.
8. College (IQAC) has been making efforts for transdisciplinary learning and research (research capacity building). In this regard, identify specific areas (subjects) across subjects and promote transdisciplinary research and also take support from external experts for training teachers and students.
9. Continue with activities for slow and advanced learners as formulated by the departments (subject specific).
10. Introduce credit courses in "Introduction to Constitution" in post graduate curriculum and compulsory credit course on "Democracy, Election and Governance" in undergraduate programmes.
11. Carry forward training/activities of SAATHI Enabling Center (for differently abled students) in online/offline mode as per the situation.
12. Carry forward activities of community network in online/offline mode as per the situation.
13. Train non-teaching staff in efficient use of google drive and other such tools for managing work from home.
14. Integrate library services on ERP and make it available for all registered users through ILMS system.

15. Enhance infrastructure for IT and Research.

Concluding Remarks :

The College has been transformed from affiliated to autonomous college. There has been tremendous change in the governance structure under autonomy. The teaching-learning aspect has been revisited with new courses which are being introduced under autonomy. Industry partnership in designing curricula has been active which has enhanced employability of courses. In the light of above changes, the perspective plan and strategic plan has been redevise with focus on developing infrastructure for teaching-learning and research. Examination system has been made flexible, learner oriented and automation has been brought into examinations. Students undertaking MOOC courses has also been evident in past few years. Orientation of teachers for research has been practised and teachers have been motivated to publish only in UGC CARE list journals. Similarly, institutional subscription of plagiarism check software (*Turnitin*) has enhanced the quality of research. Relocation of spaces and creation of additional spaces in terms of classrooms, offices and laboratories has been carried out as per the need for new academic post graduate academic programmes in computer applications, data science and zoology. Collaborations and linkages with national agencies/ laboratories, industries and international University (*Jageillonian University, Poland*) has paved way for exchange of ideas, research and faculty exchange. Faculty development programmes for teaching and non-teaching staff typically in technology upgradation, effective use of computer tools has helped in improving efficiency of the staff. Green practices like use of solar energy, recycling of waste water and its use for gardening, rain water harvesting system, biogas plant and rejuvenation/restoration of botanical garden are some of the green issues which have been implemented. Outreach activities of NCC, NSS and SOEC and linkages with NGOs have helped in reaching out to communities. This has helped students to learn about social issues. Student participation in various activities and committees has helped in shaping some of the important events/ activities of the college. Science popularization has been achieved through public talks and workshops in schools on Zero Shadow Day, watching solar eclipse and Science Education Initiative etc.,

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 58 Answer after DVV Verification: 47</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 44 Answer after DVV Verification: 44</p> <p>Remark : Revised input as per supporting documents and as per EP 1.1</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>17</td><td>3</td><td>4</td><td>2</td><td>1</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>14</td><td>3</td><td>4</td><td>1</td><td>1</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	17	3	4	2	1	2021-22	2020-21	2019-20	2018-19	2017-18	14	3	4	1	1
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	3	4	2	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
14	3	4	1	1																	
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>1587</td><td>173</td><td>67</td><td>31</td><td>44</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>1554</td><td>171</td><td>77</td><td>31</td><td>44</td></tr></tbody></table> <p>Remark : DVV input as per supporting documents attached by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1587	173	67	31	44	2021-22	2020-21	2019-20	2018-19	2017-18	1554	171	77	31	44
2021-22	2020-21	2019-20	2018-19	2017-18																	
1587	173	67	31	44																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1554	171	77	31	44																	

2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors ?????????????? ???????</p> <p>Answer before DVV Verification : 208</p> <p>Answer after DVV Verification: 189</p> <p>Remark : Number of mentors can not to exceeds the number of teachers. Refer EP 3.2</p>																				
3.1.2	<p>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</p> <p>3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 748 1046 884"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10.55</td> <td>2.05</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 963 1046 1099"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV input as HEI has not provided requested documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	10.55	2.05	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
10.55	2.05	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
3.1.3	<p>Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years</p> <p>3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1456 1046 1592"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>5</td> <td>4</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1671 1046 1807"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>3</td> <td>2</td> <td>7</td> </tr> </tbody> </table> <p>Remark : Revised input as per supporting document receives from HEI in response to DVV clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2	1	5	4	7	2021-22	2020-21	2019-20	2018-19	2017-18	2	0	3	2	7
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	1	5	4	7																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	0	3	2	7																	
3.2.1	<p>Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)</p>																				

3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52.87	0.45	71.05	6.32	48.45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
52.87	0.45	73.75	0	29.26

Remark : Revised DVV input as per supporting documents submitted by HEI in response to DVV clarification

3.2.3 Percentage of teachers recognised as research guides

3.2.3.1. Number of teachers recognized as research guides

Answer before DVV Verification : 37

Answer after DVV Verification: 37

Remark : Revision as per supporting documents attached

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
80	50	55	48	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
73	43	52	45	36

Remark : DVV input as per supporting data submitted by HEI

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years

3.4.2.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 90

Answer after DVV Verification: 67

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 37

Answer after DVV Verification: 37

Remark : Revised input based on submitted data by HEI during DVV clarification

3.4.4 **Number of books and chapters in edited volumes / books published per teacher during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	30	12	3	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	29	12	3	3

Remark : DVV input as per supporting data attached by HEI

3.6.2 **Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	34	26	7	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	15	8	3	2

Remark : Revised input as per supporting data in response to DVV clarification

3.6.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.6.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

2021-22	2020-21	2019-20	2018-19	2017-18
162	138	81	63	80

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
135	116	65	44	65

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9951	10190	3086	3448	4989

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8135	8525	2125	2297	4024

3.7.2 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)

3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	12	2	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	11	1	1	1

Remark : DVV input as per documents asked during clarification by DVV

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 65

Answer after DVV Verification: 64

Remark : Revised DVV input as per documents asked during clarification by DVV

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
772.46	635.13	899.04	907.64	765.30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
75	66.94	172.88	153.09	90.07

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

Remark : DVV has revised input as per the supporting documents been attached by HEI

5.1.4 Average percentage of students benefitted by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3149	815	7715	2037	2181

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

3149	815	5015	2037	2181
------	-----	------	------	------

Remark : Revised input as per supporting documents attached by HEI

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

5.2.2.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 638

Answer after DVV Verification: 0

Remark : DVV input as per HEI statement of opting out of metrics

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	38	35	30	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	38	30	25	10

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/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 won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	9	27	25	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	7	23	24	14

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
56	0	38	50	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	5	7	6

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.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	15	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	14	1	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	2	5	2	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : The metrics has been opted out by HEI

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
56	69	59	26	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55	64	45	17	23

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.2	55.82	0	6.85	2.4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.2	52.82	0	6.85	.5

Remark : DVV input as per supporting documents attached by HEI

7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The Code of Conduct is displayed on the website**

2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV input as per supporting data attached by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>58</td> <td>52</td> <td>51</td> <td>50</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>47</td> <td>46</td> <td>45</td> <td>44</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	58	52	51	50	49	2021-22	2020-21	2019-20	2018-19	2017-18	47	47	46	45	44
2021-22	2020-21	2019-20	2018-19	2017-18																	
58	52	51	50	49																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
47	47	46	45	44																	
2.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6018</td> <td>7841</td> <td>6059</td> <td>5697</td> <td>5377</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>5942</td> <td>6004</td> <td>5781</td> <td>5675</td> <td>5687</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	6018	7841	6059	5697	5377	2021-22	2020-21	2019-20	2018-19	2017-18	5942	6004	5781	5675	5687
2021-22	2020-21	2019-20	2018-19	2017-18																	
6018	7841	6059	5697	5377																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
5942	6004	5781	5675	5687																	
3.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>208</td> <td>196</td> <td>226</td> <td>209</td> <td>219</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>189</td> <td>196</td> <td>226</td> <td>209</td> <td>219</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	208	196	226	209	219	2021-22	2020-21	2019-20	2018-19	2017-18	189	196	226	209	219
2021-22	2020-21	2019-20	2018-19	2017-18																	
208	196	226	209	219																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
189	196	226	209	219																	

