



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution		FERGUSSON COLLEGE(AUTONOMOUS) PUNE
Name of the head of the Institution		Dr. Ravindrasing Pardeshi
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		02067656601
Mobile no.		9225340906
Registered Email		principal@fergusson.edu
Alternate Email		sterdalkar@fergusson.edu
Address		Fergusson College, F. C. Road, Pune - 411004.
City/Town		Pune
State/UT		Maharashtra
Pincode		411004

2. Institutional Status																															
Autonomous Status (Provide date of Conformant of Autonomous Status)	16-Jun-2016																														
Type of Institution	Co-education																														
Location	Urban																														
Financial Status	private																														
Name of the IQAC co-ordinator/Director	Dr. Samir Terdalkar																														
Phone no/Alternate Phone no.	02067656199																														
Mobile no.	9822184006																														
Registered Email	sterdalkar@fergusson.edu																														
Alternate Email	fciqac@fergusson.edu																														
3. Website Address																															
Web-link of the AQAR: (Previous Academic Year)	https://fergusson.edu/upload/document/89829_AQAR-2018-19.pdf																														
4. Whether Academic Calendar prepared during the year	Yes																														
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.fergusson.edu/upload/document/61075_UG_Academiccalender_2019-20.pdf																														
5. Accrediation Details																															
<table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accrediation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>A</td> <td>0</td> <td>2004</td> <td>08-Jan-2004</td> <td>07-Jan-2009</td> </tr> <tr> <td>2</td> <td>A</td> <td>3.26</td> <td>2010</td> <td>28-Mar-2010</td> <td>27-Mar-2015</td> </tr> <tr> <td>3</td> <td>A</td> <td>3.62</td> <td>2015</td> <td>15-Nov-2015</td> <td>14-Nov-2022</td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accrediation	Validity		Period From	Period To	1	A	0	2004	08-Jan-2004	07-Jan-2009	2	A	3.26	2010	28-Mar-2010	27-Mar-2015	3	A	3.62	2015	15-Nov-2015	14-Nov-2022
Cycle	Grade	CGPA	Year of Accrediation	Validity																											
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2	A	3.26	2010	28-Mar-2010	27-Mar-2015																										
3	A	3.62	2015	15-Nov-2015	14-Nov-2022																										
6. Date of Establishment of IQAC	15-Sep-2004																														
7. Internal Quality Assurance System																															

Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Free Audio Book Platform Lets Record for Visually Impaired	14-Sep-2020 1	300
Beti Bachao Beti Padhao	20-Feb-2020 1	60
Disposable Bag Making	05-Feb-2020 1	40
One Day Workshop on SWAYAM - MOOCs	15-Feb-2020 1	50
Live Webinar on NEP by Professor Pandit Vidyasagar	05-Sep-2020 1	74
AI for All in association with VITTI Research Foundation	02-Jun-2020 1	56
Restore-Regain-Reclaim - Online Yoga Training for Immunity, Mindfulness and Posture	01-Aug-2020 5	42
Web Lecture on Values and Education	09-Jun-2020 1	300
Faculty Development Program on Intellectual Property Rights	05-Feb-2020 1	200
Academic and Administrative Audit	11-Nov-2019 2	252

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8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Institution	STRIDE (Component I)	UGC	2020 365	9520000

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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

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10. Number of IQAC meetings held during the year :

13

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	Yes
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

1. Revisions in credit structure for all BA programme and Promotion of Interdisciplinary Learning.

2. Defining process and mechanism for development of OBE Model for all academic programmes and mentoring for all students for all academic programmes.

3. Partnering with Industries and enhancing preplacement and placement activities by proactive follow up with industries. Initiating certificate courses in collaboration with NGOs/ Institutes.

4. Diversification of social outreach programme in collaboration with NGOs and through departmental outreach programmes under STAR Scheme.

5a) Special efforts to create awareness regarding IPR related aspects and concerted efforts on enhancing skill enhancement programmes/activities for students. 5b) Policies and Standard Operating Procedures (Academic and Administrative).

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Innovative Activity	Recording of books for visually challenged students of college studying in faculty of Arts. This is a platform where any one can record and book in audio form and make it available for the student. A "virtual Study Circle" has also been formed for enhancing teaching-learning activities.
Creating awareness regarding IPR	Following programmes has been conducted related to IPR- Writing policies with special reference to research and consultancy, Public Talk - National and International Status of IPR, Public Talk - GI(Geographical Indication:

	<p>Importance and Necessity), Patenting Procedures and various forms of IPR for Life Science, IPR for Computer Science, Electronic Science and Fundamental Sciences, Forms of IPR in Arts and Humanities, Patenting Procedure and various forms of IPR for Chemical Sciences, Avenues and opportunities in Patinformatics, How an idea leads to US Patent :Inventors Perspective, Avenues and opportunities in IPR for Faculty and Career Avenues and opportunities in IPR for Students</p>
<p>Skill based training programme for students</p>	<ul style="list-style-type: none"> • Skill based training programmes have been conducted through UGC-STRIDE programme and DBT - STAR Scheme. • Additional practicals for undergraduate science students and Hands on Training programmes/ workshops (Biotechnology-12, Chemistry-07, Computer Science-04, Electronic Science-12, Geology-06, Microbiology-03, Physics-06, Statistics-04 and Zoology-04) • Other Skill Enhancement programmes: Introduction to Python: - 12 hrs, Introduction to Econometrics with R - 12 hrs, Special Insights into Econometrics-6 hrs. and LINUX OS -15 hrs.
<p>Mentoring for all students</p>	<ul style="list-style-type: none"> • The process/ mechanism of mentoring has been well established for all students and for all academic programmes
<p>Promotion of Research and Diversification of Outreach Programmes</p>	<ul style="list-style-type: none"> • Orientation programme/ presentation on new schemes -UGC SPARC programme, ISRO projects and UGC-STRIDE Scheme • Two research projects under UGC-STRIDE (Component-II) have been shortlisted. • Writing of policies for research, Plagiarism and Consultancy • Science Education Initiative (SEI): Under the Ramanujan training program this year 55 students from the Pune Municipal Corporation schools were trained for the International Math Olympiad examination. Out of this, 40 students appeared for the exam. • Geography Teacher's Workshops on Introduction to Geology, Earth and Solar System, Evolution of the Earth and Topography and Landforms. The teachers also had a hands-on training on Maps and Toposheet reading and on minerals, rocks, fossils and rock thin sessions. Geography school teachers from 15 various schools in and around Pune city • Two-day workshop on 'Introduction to the

	<p>Exciting World of Microbiology' for high school students, The workshop was conducted in the science laboratory of New English School, Ramanbaug Pune where the presence of skin microflora, effect of sanitizers on the growth of microbes, presence of microflora in the air, yogurt cultures, effect of natural anti-microbial agents like clove oil, turmeric were demonstrated. 60 high school students from class 9th from New English School, Ramanbaug, Pune actively participated in this workshop.</p> <ul style="list-style-type: none"> • Two-day workshop on 'Understanding life-style diseases using Clinical biochemistry for high school teachers'. The workshop covered, Basic clinical biochemistry techniques like blood sugar estimation, techniques to identify pathogen using enzymology and qualitative tests for detection of carbohydrates and proteins. • Three-day programme on 'Popularization of Science'. Lectures by eminent scientists on various topics and hands-on session on the use of scientific toys made from simple daily use objects to demonstrate. • Robinhood Army Educational Visit • Disposable Bag Making • Beti Bachao Beti Padhao Event
<p>Publications in SCOPUS/Web of Science/UGC CARE list journals</p>	<ul style="list-style-type: none"> • Number of publications in SCOPUS/Web of Science/UGC CARE list journals of some departments is as follows: Botany=04, Environmental Science= 02 Geology=05, Physics=07 and Statistics=01
<p>Documentation of innovative methods of Evaluation/assessment</p>	<ul style="list-style-type: none"> • Documentation of innovative methods of evaluation/assessment has been done by departments.
<p>Mapping of Course Outcomes and Programme Outcomes- Developing an OBE model for all academic programmes</p>	<ul style="list-style-type: none"> • Extensive training of teachers in understanding and writing course outcomes was undertaken and teachers are now trained to write course outcomes. • The process of mapping and attainment has been designed and finalized and will be implemented in due course of time.
<p>Catering to diverse needs of advanced learners</p>	<ul style="list-style-type: none"> • Skill enhancement courses/ programmes and activities were organized for advanced learners. • The Internal assessment provides flexibility in assessment. Diverse methods of assessment have been created by departments for advanced learners. • Project work for advanced learners and motivating and providing subjective

guidance to such students for participating in various schemes and competitions. • Lectures/Interactive sessions on special topics like Astrobiology, Use of scientific toys for understanding the principles of science', How to write effective research paper', Into the History of Scientific Discoveries and Inventions, Realization of Hydrogen Economy with Electrochemical Energy Devices, Development of Animal Forms - formation and evolution of animal body forms. Using Drosophila melanogaster, Xenopus laevis and stem cells as key examples to explain various cellular signaling mechanisms which govern the formation of an organism from a single cell to a multicellular organism, Aging and Mitochondrial Biology, Role of pharmacognosy in drug development', Recent Techniques in Genetic Engineering, An overview of vaccine production process', Online Webinar on "Bug Bounty in CYBER SECURITY" and Introduction to scientific hobby: HAM radio.

Diagnostic Test at entry level for undergraduate and post graduate programmes

• Diagnostic test has been implemented at entry level for all post graduate programmes. • The test was MCQ based and a bench mark of 40 or less was kept in identifying a slow and advanced learner.

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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
Governing Body(Fergusson College(Autonomous), Pune)	08-May-2021

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

29-Jan-2020

17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	<p>The College has changed ERP vendor and the ERP system has been taken over by MasterSoft ERP Solutions. The ERP System has been implemented for the Academic and Administrative Actions/Requirements. The modules which are presently implemented on MasterSoft ERP are as follows: Online Registration, Admission and Payment Gateway Integration, Academic, Examination, Attendance, Hostel, Library, Accounts, Establishment, Payroll, Feedback, ADMS, OBE, Recruitment, Mobile App, Other Integrations (Alumni students, Other websites), TestPrep (For Online Test), ITLE.</p>

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
BA	BA	Twelve	15/06/2019
BSc	BSc	Fifteen	15/06/2019
BVoc	BVoc	Two	15/06/2019
MA	MA	Four	15/06/2019
MSc	MSc	fourteen	15/06/2019

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1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
BA	Economics, French, German, Hindi, History, Philosophy, Political Science, Sanskrit	15/06/2019	BA	15/06/2019
BSc	Animation, Botany, Chemistry, Computer Science, Electronic Science,	15/06/2019	BSc	15/06/2019

	Vocational EEM, Environmental S,			
BVoc	Media and Communication, Digital Art and Animation	15/07/2019	BVoc	15/06/2019
MA	Economics, English, Marathi,	15/06/2019	MA	15/07/2019
MSc	Biotechnology, Biochemistry,Co mputer Science, Computer Applications, Data Science,El ectronic Science	15/06/2019	MSc	15/06/2019
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1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	Nil	Nil
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BA	Twelve	15/06/2019
MA	Four	15/06/2019
BSc	Fifteen	15/06/2019
BVoc	Media and Communication, digital Art and Animation	15/06/2019
MSc	Fourteen	15/06/2019

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Post Graduate Course in Counselling psychology	15/06/2019	20
Certificate Course in Content Writing	15/06/2019	10
Basic Course in English	15/06/2019	25
Advanced Course in English	15/06/2019	20

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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BSc	Animation	4
BVoc	Media and Communication	52
BSc	Chemistry	3
BSc	Environmental Science	126
BSc	Geology	22
BSc	Microbiology	290
BSc	Physics	3
BSc	Statistics	3
BSc	Zoology	299
MSc	Botany	24
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	No
Employers	No
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

The College has a well-organized online feedback system to monitor and evaluate the quality of teaching and learning. The Online feedback through ERP is rolled out and collected and evaluated every semester for all academic programmes. It is ERP system generated process. Online feedback system makes it possible to reach out to maximum students and also implies transparency of the process. The teaching ability is judged on a scale of 1-4. The feedback on teaching-learning is analysed thoroughly by the analysis team and then the analysis along with additional suggestions/comments by the students is made available to the teachers via teacher ERP log insns. Teacher's having highest feedback score (3.5 and above) are appreciated and faculty members having feedback score below 2.5 are informed to seek improvement in their teaching. Feedback from other stakeholders is discussed in the departmental/institute level meeting and corrective actions are taken. A feedback Policy has been developed by the IQAC and has been implemented. The feedback obtained helps the College/Institution in following ways which contribute to overall development of College/Institution: 1. Designing and making revisions in the course structure for a particular academic programme, by placing the issues in the Board of Studies Meeting and then conveying it to the academic Council. 2. The feedback on curriculum is obtained from other Members of Board of Studies like Subject Experts outside the parent University, University Nominee, Industry Expert and Alumni representative and other special invitees. The Curriculum develops based their suggestions. 3. A feedback from all the stakeholders will help us not

only improve our teaching learning process but also help us design appropriate and relevant courses to increase employability of the students, to encourage entrepreneurial aptitude, to help students become a socially responsible citizen. 4. Feedback on teaching-learning processes are assessed and major findings are placed before the Governing Body and minuted. Constructive suggestions from students are considered seriously especially with regard to teaching methodology, help provided by the teacher in guiding the students for assignments and laboratory course work. This has helped the College/Institution in fine tuning of the curricula - theory and practicals. Students also ask for few more hands on practical/ training for a particular laboratory course, beyond their syllabi. These suggestions are also considered and the department/teacher organizes for such hands-on experiments/practicals. This has given a scope for learning beyond the curriculum. 5. Similarly, as the College has significant number of students with blindness, they also demand for special training programmes with reference to skill enhancement. These are also duly considered by the respective teacher/department and such programmes have been implemented.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BVoc	Media and Communication, digital Art and Animation	101	523	98
MA	Grant in aid and Self Finance	204	1217	175
BA	General and Self Finance	480	2925	532
MSc	Self Finance	444	3932	434
MSc	Physics(self finance and Grant in aid)	54	500	53
BSc	Self Finance	385	5484	406
BSc	General	600	3627	536

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	5711	1177	154	44	198

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-

learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
198	198	4	50	Nil	5
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View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The College attracts student community from all over India and abroad. The ethos of the institution is towards being inclusive and empowering its students. Hence mentoring of students did take place but with the UGC guidelines it was necessary to formalise the Mentoring system for the College. The IQAC began the task in earnest in the academic year 2019-20. In the early months of the academic year there were a series of meetings held to decide the course of action. And the following steps were finalised. Steps in the Mentoring Process: 1. Teacher-Student allocation to be done: The important step was to allocate students to teachers. Two strategies were put into action. For the Science Departments: • The mentor teachers for the TY and PG students should be allocated by the Head of the department in consultation with the class in-charges. The name of the teachers with the allotted students should be sent to the IQAC. • For FY and SY BSc students it is proposed that one department will take the role of Parent /In-charge for a particular Division. The Head of that department along with the class in-charge should assign students to teachers. A meeting will be called for answering any doubts or queries. • In case of Computer Science, Biotechnology, Animation and B Voc., the Head of the department should allocate students to teachers for all classes from FY to PG. For Arts Departments: • The mentor teachers for the SY, TY and PG students should be allocated by the Head of the department in consultation with other teachers. The name of the teachers with the allotted students should be sent to the IQAC. • For the FY BA divisions all departments need to participate. The Head would have to allocate teachers as specified in the table below. Teachers who teach the division should be preferred over others. • The students with special needs and foreign students would be mentored with their classmates and not separately. 2. The mentor-teacher should call for a meeting with the allocated students: Mentoring relationship should be characterised by mutual respect, trust and warmth. The students are to be asked to fill the SWOT form given in the teacher diary. The SWOT forms would be submitted to IQAC at the end of the year. In the meeting the mentor-teacher will clarify academic doubts or any other student query. In case of emotional issue, the mentor-teacher would have to connect the student with the Psychology department. The following mentoring goals were devised for every class. The mentor teacher can have discussion around the topics mentioned in the table. 3. The frequency of meeting: It was decided that the teacher should have at least two interactions in a semester. The nature of partnership being developmental and voluntary the onus was on the student to seek the time of the mentor as and when required. 4. The mentor coordinator held a series of interaction with small groups of faculty to spread awareness about the

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
5711	198	1 : 29

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
238	198	40	Nil	95

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2019	Dr.Raka Dabhade	Associate	INSA-TEacher

		Professor	Award
2019	Dr. Gayatri Gurjar	Assistant Professor	IAsc - INSA-NASI Summer Research Fellowship
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	BA	II, IV, VI	31/10/2020	28/11/2020
BSc	BSc	II, IV, VI	31/10/2020	28/11/2020
MA	MA	II, IV, VI	05/10/2020	28/11/2020
MSc	MSc	II, IV, VI	05/10/2020	28/11/2020
BVoc	BVoC	II, IV, VI	31/10/2020	10/11/2020
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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
200	2023	10

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://www.fergusson.edu/article/peo_po_pso_co.html

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
MSc	MSc	Fourteen	435	443	100
BSc	BSc	Fifteen	374	368	98.39
BA	BA	twelve	494	474	95.21
MA	MA	four	139	133	95.68
BVoC	BVoC	two	75	73	97.33
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://www.fergusson.edu/quicklink/StudentSatisfactionSurvey.html>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – The institution provides seed money to its teachers for research

Yes

Name of the teacher getting seed money

Murkute R.B, Dr. Ashish Yengantiwar, Prof. Nilam Arunkumar Patil, Swarupa S. Chowdhury, Dr. Vaishali A Thakur, Dr. Rupali Seth, Dr. Jogita T Pandkar, Dr. Shyam N Mude, Dr Devdutt V Upasani, Dr. Tejas Borwankar, Alisha Galande, Dr. Sonali Joshi, Dr. Dhanashr

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3.1.2 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
National	Dr. Raka Dabhade	Visiting Associate of IUCAA	11/09/2020	Inter University Center for Astronomy and Astrophysics
National	Dr. Gayatri Gurjar	INSA Summer Fellowship	02/04/2019	Indian Academy of Sciences

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3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	1095	BRNS	3486300	34.86
Major Projects	1095	DST (Women Scientist)	36	14.48
Students Research Projects (Other than compulsory by the University)	1095	UGC-CE	300000	300000

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3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

0.23

3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Aspects of IPR in various fields and subjects	College	Nil
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3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Mosquito Repellent	Aarjvi Jain and Nivedita Sivakumar	Fergusson College-INNOVISION	22/02/2020	INNOVISION-ISTP
Connecting Laboratories through App	Siddhi Pavale	Fergusson College-INNOVISION	22/02/2020	INNOVISION-ISTP
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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nil	Nil	Nil	Nil	Nil	Nil
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3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
English	3
Environmental Science	1
Physics	1

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Geology	5	0.83
National	Statistics	1	0
International	Physics	7	7.93
International	Botany	4	0
National	English	2	0
International	English	1	0
International	Computer Science	2	0
International	Chemistry	6	1.86
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3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Chemistry	5

Biotechnology	2
Computer Science	7
Electronic Science	7
Marathi	7
Philosophy	1
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3.4.4 – Patents published/awarded during the year

Patent Details	Patent status	Patent Number	Date of Award
TRASH Collecting River Ro-Boat	Filed	202021005633	29/01/2019
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3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Textural Variation in the crustal xenoliths in basic dykes. Western Deccan Volcanic Province, Maharashtra, India: evidence of partial melting and pyrometamorphism DOI: 10.18520/cs/v117/i8/1333-1339	Aishwarya N. Ghole Tanuja Marathe Sudha Vaddadi	Current Science, Vol. 117 (8), 2019, pg. 1333	2019	0	Fergusson College	Nil
Assessment of suitability of irrigation canal water for agriculture: A study based on new Mutha right bank canal	Jagtap M.M. Sayyed, M.R.G. Pardeshi R.G.	Proceeding International Academy of Ecology and Environmental Sciences Vol.9(3), 89-87, 2019	2019	0	Fergusson College	Nil

water from Pune, Maharashtra, India						
Micromorphology and Textural Variations in the Ane Ghat Waterfall Tufa Deposits from Upland Deccan Traps and their Genesis https://doi.org/10.1007/s12594-019-1271-0	Ukey, M. Pardeshi R.G.	Journal Geological Society of India, Vol.94 (1) pp 86-92 (2019)	2019	0	Fergusson College	1
Geochemistry, Provenance, Compositional Maturity of Mastani Lake Sediments, India	Mude, S. N. Parcha, S. K. Pandey, S. Madane, S.	Journal of Geoscience Research Vol. 4, No. 2, 2019	2019	0	Fergusson College	Nil
The oldest record of the bivalve <i>Dosinisca Dall</i> and its implications (doi.org/10.1007/s12040-019-1125-6)	Borkar, V.D. Kantimati K. G.	J. Earth System and Science, Vol.128, 1999	2019	0	Fergusson College	Nil
Carbon dioxide-incorporated pH-responsive agarose-PVA hydrogel nanocomposites for the	Pranjali Date Archana Tanwar Priyanka Ladage Kisan M. Kodam Divya Ottoor	Polymer Bulletin, 2020, 77, 5323-5344	2020	0	Fergusson College	2

controlled release of norfloxacin drug DOI: org/10.1007/s00289-019-03015-3						
Green synthesis of quinolines via A3?coupling by using graphene oxide?supported Brønsted acidic ionic liquid	Shivanand Gajare Audumbar Patil Shankar Hangirgekar Sushilkumar Dhanmane Gajanan Rashinkar	Research on Chemical Intermediates, 46, pages 2417-2436(2020)	2020	0	Fergusson College	1
A new species of fossorial natricid snakes of the genus Trachischium Günther, 1858 (Serpentes: Natricidae) from the Himalayas of northeastern India https://doi.org/10.1016/j.crvi.2019.10.003	Bhosale, H. Gowande, G. Mirza, Z.	Comptes Rendus Biologies	2019	0	Fergusson College	3
A new species of green pit vipers of the genus Trimeresurus Lacépède, 1804 (Reptilia, Serpentes, Viperidae) from western	Gaurang Gowande	Zoosystematics and Evolution 96/1, 2020	2020	0	Fergusson College	5

Arunachal Pradesh, India <http://doi.org/10.3897/zse.96.48431>

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3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Effect of Mutagens on Germination Percentage, Seedling Height and Seedling Injury in M1 Generation of <i>Vicia faba</i> L,	Kamble Sonali R A.D. More	Int. Jour. of Science and Research(IJSR), Vol.8 Issue:1008-1015, July,2019	2019	Nil	Nil	Fergusson College
Induction of mutations in <i>Vicia faba</i> L. through Physical and Chemical mutagens.	Kamble Sonali R A.D. More	JETIR, Vol. 6, Issue 6: 93-100, June, 2019	2019	Nil	Nil	Fergusson College
Study of M1 biological parameters in Lima Bean (<i>Phaseolus lunatus</i> L.) induced by chemical and physical mutagens	Kalyani R Gunjal A.D. More	Journal of Emerging Technologies and Innovative Research JETIR, Vol. 6, Issue 6: 555-566. June, 2019	2019	Nil	Nil	Fergusson College
Bismuth vanadate thin films	P Sharma P Doiphode O Bhorade	Emergent Materials volume 3,	2020	Nil	1	Fergusson College

for efficient photoelectrochemical water splitting https://doi.org/10.1007/s42247-020-00093-2	A Yengantiwar	pages187-194(2020)				
Luminescence and dosimetric characteristics of nanocrystalline Al ₂ O ₃ : Cs synthesized by thermal plasma reactor https://doi.org/10.1016/j.nimb.2020.01.008	Nandkumar T.Mandlik V.B.Varma M.S.Kulkarni B.C.Bhatt P.D.Sahare V.L.Mathe S.V.Bhoraskar S.D.Dhole	Nuclear Instruments and Methods in Physics Research Section B: Beam Interactions with Materials and Atoms Volume 466, 1 March 2020, Pages 90-101	2020	Nil	Nil	Fergusson College
Effect of size variation and gamma irradiation on thermoluminescence and photoluminescence characteristics of CaSO ₄ :Eu micro- and nanophosphors https://doi.org/10.1016/j.apradiso.2020.109080	Nandkumar T.Mandlik P.D.Sahare S.D.Dhole	Applied Radiation and Isotopes Volume 159, May 2020, 109080	2020	Nil	2	Fergusson College
Thermoluminescence, photoluminescence and optically stimulated luminescence	Nandkumar T.Mandlik Sachin R.Rondiya Nelson Y.Dzade M. S.Kulkarni	Journal of Luminescence Volume 221, May 2020, 117051	2020	Nil	3	Fergusson College

ce characteristics of CaSO ₄ :Eu phosphor: Experimental and density functional theory (DFT) investigations https://doi.org/10.1016/j.jlum.2020.117051	P.D.Sahare S.D.Dholef					
Effect of Cu doping concentration on H ₂ S gas-sensing properties of Cu-doped SnO ₂ thin films https://doi.org/10.1007/s00339-019-2663-0	P.S. Kolhe S.G Kulkarni N Maiti K.M Sonawane	Applied Physics A volume 125, Article number: 372 (2019)	2019	Nil	4	Fergusson College
Synthesis of WO ₃ nanoflakes by hydrothermal route and its gas sensing application, https://doi.org/10.1016/j.sna.2020.111877	P. S Kolhe P Mutadak N Maiti K.M Sonawane	Sensors and Actuators A: Physical Volume 304, 1 April 2020, 111877	2020	Nil	6	Fergusson College
Molding Maternal Infant HIV Transmission having variable Hazard Rates with two Lag time distr	Subhash Shende	Communication in Statistics: Simulation and Computation.	2019	Nil	Nil	Fergusson College

tribution.

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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	14	44	9	26
Presented papers	21	13	1	Nil
Resource persons	2	4	14	7

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3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultant(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
Dr. Devdutt Upasani, Department of Geology	Petrography of rock samples	Soiltech India PVT LTD	183666

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3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultant(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
Nil	Nil	Nil	0	0

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3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Andh Shraddha Nirmulan	NSS	4	25
Carbon Footprints Survey	NSS	15	20
Disaster Management Session	NCC	3	100
Road Safety	NCC	3	80
Swachta Rally	NCC	2	50
Tree Plantation	NCC	2	45
Anti Drug Rally	NCC	2	60

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3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Tobacco Control Activities in Maharashtra through NSS	Certificate and Memento	OSD (NSS), Government of Maharashtra	16000
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3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
NSS,NCC and SOEC	NSS,NCC and SOEC	Outreach Activity	10	2000
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3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Mobility Programme	5	ERASMUS PLUS programme	40
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3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
ERASMUS PLUS	Mobility Programme	Jagiellonian University in Kraków	01/11/2019	30/11/2020	5
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3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Wadhvani Foundation, Bangalore	25/11/2019	Entrepreneurship Course	15
TECHNOWRITES Pvt. Ltd., Pune	26/11/2019	Course on Content Writing	10
Blue Pineapple, Product Horizons Technologies Pvt.	08/12/2020	Guest Lecture, Internships and Other Curricular	Nil

Ltd., Pune

Activities

[View File](#)**CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES****4.1 – Physical Facilities**

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
8000000	8644132

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Others	Newly Added

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
MASTERSOFT ERP	Partially	1.0	2019

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	Nil	Nil	Nil	Nil	Nil	Nil
Reference Books	2120	1140182	1311	833225	3431	1973407
e-Books	22	135374	31	222701	53	358075
Journals	14	33790	Nil	Nil	14	33790

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	Nil	Nil	Nil

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	320	17	1	1	2	2	27	200	0

Added	357	19	1	1	2	2	27	200	0
Total	677	36	2	2	4	4	54	400	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

200 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Recording Studio	https://www.fergusson.edu/article/video_recording_studio.html

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
2000000	2520878	2000000	2520878

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)

Overview of Infrastructure • The college has a sufficient number of classrooms (79) which are very well ventilated with spacious seating arrangements. In many of these classrooms, conventional as well as advanced teaching aids can be used. • The Tutorial building houses Philosophy, English, Marathi and Hindi departments and classrooms. The Psychology department has a separate building, classroom and laboratory. • All science departments have separate buildings and laboratories for general as well as research programmes. There are 52 laboratories for General programmes and 15 laboratories for research. Laboratories for research in Animal Cell Culture and Plant Tissue Culture are housed in the Department of Biotechnology. All science laboratories are ICT supported. The Department of Animation laboratories have high end facilities like workstations with 2D and 3D animation. • Special research facilities include Central Instrumentation laboratory (Chemical Sciences, Life and Earth Sciences), which has high end research equipment like Atomic Absorption Spectrophotometer, High Performance Liquid Chromatography, Gas Chromatograph, Infrared Spectroscopy and UV-visible Spectrophotometer. • Other teaching-learning facilities include Language Laboratory, Computer laboratories and Computational Centres / IT Zones with net connectivity for students. • There are 13 audio-visual halls and 01 Amphi-theatre (Heritage Building) and recently 01 open air Amphi-theatre has been constructed. Kimaya and Lower Recreation Hall are separate spaces marked for extra-curricular activities. • The campus also has 01 botanical garden with 430 plant varieties. There is an Animal House in the department of Zoology, which was used only for storage of preserved specimens. Currently the space is used as a student research laboratory. • Weather Station is housed in the new academic complex building which has Weather Link Software 6.0.3. It records temperature, rainfall, wind speed and direction and humidity. • Geology, Physics and Zoology Departments have museums with a rich collection of specimens and scientific models. Buildings Main Administrative Building, Tutorial Building, Department of Psychology, Ladies Recreation, Department of Electronic Science, RESOLVE building, Department of Electronic Science, Lower Recreation Hall, Upper DST

Instrumentation Facility, New Canteen, Department of Geology, Department of Botany and Zoology, Department of Physics, Department of Chemistry, Amphitheater, Central Library (Bai Jerbai Wadia Library), Old Gymkhana (Central bank), Office NSS, Old Canteen, Gymkhana Building (Chandvadkar Pavillion/ Bullel Gymnasium), Boys Hostel, Girls Hostel, Life Sciences Building and Computer Science Building. 1. Maintenance of Physical Facilities The physical facilities are maintained by the Deccan Educations Society's, Estate Department. which comprises of competent civil engineer and electrical engineers. The Deccan Education Society also has a separate Estate Committee which caters to infrastructural needs and maintenance of physical facilities in the campus. The Estate Committee also plays an important role in sanctioning and approving creation of new infrastructure. The services of plumbers, electricians, and hardware maintenance are available round the clock in the campus. Electrical engineer is responsible for the uninterrupted power supply and maintenance of equipment like generator sets, general lighting, power distribution system, solar panels etc., in the campus. Maintenance of water plumbing, water pipelines, sewage and drainage is undertaken by the vendors identified by

https://www.fergusson.edu/article/policies_procedures.html

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Champutai Gokhale Scholarship	9	87074
Financial Support from Other Sources			
a) National	Central Sector Scholarship	148	1480000
b) International	0	Nil	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Workshop on Internet of Things	03/02/2019	50	College
Film Subtitling (French)	27/07/2020	25	College
Philo-Selfie: Imaging Myself through German-Indian Studies in America	26/07/2020	25	College
Differences between Indian and German work culture	30/12/2019	25	College and German Consulate
One Day Workshop on Play for Peace.	24/12/2019	40	College

The Role of Indian Political Thinkers in building the vision for India	21/12/2019	110	College
One Day Workshop on Play Therapy	09/12/2019	40	College
Creative writing Workshop on Aesthetics in Poetry entitled as "Repetition and Pause	19/11/2019	42	College
One Day Workshop on Assessment of Intellectual disability, ADHD and Autism	23/10/2019	50	College
One Day Workshop on Expressive Arts Therapy	09/03/2019	60	College
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2020	SAATHI Enabling Center (of College)	44	44	Nil	Nil
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
1	1	12

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
33	708	110	33	24	41
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2020	185	Fergusson College	Economics, English, German, Hindi, History, Physics, BVoc, Chemistry	File attached	File attached
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	23
SET	4
GATE	11
GRE	3
TOFEL	1
Any Other	20
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
• Dr. R.N. Dandekar One Act Play Competition	State Level	150
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Gold	National	1	Nil	Nil	Mujamil Siraj Shaikh
2019	Gold	National	1	Nil	Nil	Aarti Sutar
2019	Silver	National	1	Nil	Nil	Parul Dambare
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

1. The College does not presently have an active Students Council. However

students actively participate as representatives on the following academic and administrative committees of the college. 2. IQAC - The IQAC committee of 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. 3. The committees constituted under Prevention of Sexual Harassment Committee as well as Anti Ragging Cell also include a student representative. This ensures a representation of the students in the process of handling such sensitive issues. 4. The Board of Studies of each subject includes one Alumni representative. This is an indirect representation of students in the process of framing and updating the syllabi. 5. The Social Outreach and Enabling Center and SAATHI Enabling Center (For differently abled students) have group of volunteers who coordinate activities/ programmes under SOEC and SAATHI Enabling Center. 6. The Gymkhana Managing Committee also has student representation. 7. Every year during the cultural week, college organises departmental festivals. These festivals include different co-curricular activities organised 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 an opportunity to learn several skills including people management, finance management, building social and environmental awareness (by following the zero-waste policy).

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The College (Governing Body) has decided to register a separate Alumni Association under Section 8 of Company Act. The procedural part of registering a separate Alumni association (FERGUSSON COLLEGE ALUMNI ASSOCIATION) has been completed under Ministry of Corporate Affairs, Government of India. The MEMORANDUM OF ASSOCIATION and ARTICLES OF ASSOCIATION have been finalized. These will be submitted in due course of time and the activities/ programmes of Alumni Association will be conducted as per the guidelines of NAAC.

5.4.2 – No. of registered Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

1. Interactions with Alumni regarding career progression, Industry readiness and doing research in International Universities and Research Institutions.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Two practices of participative management are as follows: I. Role of Teachers in all academic and administrative processes The College is committed to a culture of participative management. At every level, there is teacher's representation and active role in making and implementing policies which are related to academic and administrative functioning of the College. The Governance Structure of the College is as follows: 1. The Governing Body of the College (Autonomous college) and Governing Body of the parent organization- Deccan Education Society. The Governing Body (Autonomous College) has two

teacher representatives as per UGC Guidelines for Autonomous Colleges. Role: (a) Guide the college while fulfilling the objectives for which the college has been granted autonomous status. (b) Institute scholarships, fellowships, studentships, medals, prizes and certificates on the recommendations of the Academic Council (c) Approve new programmes of study leading to degrees and/or diplomas. (d) All recruitments of Teaching Faculty/Principal shall be made by the Governing Body/state government as applicable in accordance with the policies laid down by the UGC and State Government from time to time. (e) To approve annual budget of the college before submitting the same at the UGC. (f) Perform such other functions and institute committees, as may be necessary and deemed fit for the proper development of the college

2. The Academic Council All the Heads of Department (Faculty of Arts and Science) are members of the Academic Council and apart from these, there are three teacher representatives as per UGC Guidelines for Autonomous Colleges. Role: (a) Scrutinize and approve the proposals with or without modification of the Boards of Studies with regard to courses of study, academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods, procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving reasons to do so. (b) Make regulations regarding the admission of students to different programmes of study in the college keeping in view the policy of the Government. (c) Make regulations for sports, extra-curricular activities, and proper maintenance and functioning of the playgrounds and hostels. (d) Recommend to the Governing Body proposals for institution of new programmes of study. (e) Recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals, and to frame regulations for the award of the same. (f) Advise the Governing Body on suggestions(s) pertaining to academic affairs made by it. (g) Perform such other functions as may be assigned by the Governing Body

3. The Board of Studies All Teaching Staff Members are members of Board of Studies with representation from Alumni. Role: (a) Prepare syllabi for various courses keeping in view the objectives of the college, interest of the stakeholders and national requirement for consideration and approval of the Academic Council (b) Suggest methodologies for innovative teaching and evaluation techniques (c) Suggest panel of names to the Academic Council for appointment of examiners

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	1. Academic autonomy has given different departments in Fergusson College the freedom to revise the syllabi to match local, national, and global standards. As the first cycle of the syllabus framed after gaining autonomy was over, all departments undertook the task of revising the syllabi for First Year UG and PG courses for all disciplines. The faculty from all the departments of Arts and Science were asked to compare their curricula with top level national and global institutions, and attempt to bring them on par with the latest

developments seen worldwide. 2. LOCF (Learning Outcome based Curriculum Framework) was adopted for all undergraduate and post graduate courses of Arts and Science. 3. Every PG science program would have 80 credits and PG Arts course would have 64 credits to match the guidelines put out for PG courses by Savitribai Phule Pune university. 4. 25 of the credits should be from MOOCs courses from UGC-SWAYAM or departmental electives or general electives from other departments. The MOOCs courses would be an option for regular courses in the semester. 5. New Courses were introduced to enhance employability, viz. Post-graduate program in Data Science, Certificate Course in Content Writing (with Technowrites India Private Limited) and a course Entrepreneurship Development (in collaboration with Wadhvani Foundation, Bangalore).

Teaching and Learning

1. The academic calendar is prepared and made available on the website at the commencement of the academic year, enabling smooth conduction of cocurricular and academic activities in the specified time periods. 2. Effective use of available infrastructure enhances the teaching learning process. Majority of the classrooms and well -equipped laboratories are ICT enabled. The library is also replete with latest editions of National and International books, subscriptions to journals and e-resources. 3. Timely curriculum revision allowed implementation of new courses and practical which focus on developing skills and interdisciplinary approach, along with incorporation of MOOCs. 4. Innovative teaching methods such as activity-based learning, technology -based learning, organising guest lecture of eminent personalities from industry and academics, open discussions, visits to industry/ institutes, interaction with alumni, offering skill based courses, providing hands on training, short term projects via activities under DBT STAR, UGC College with excellence, UGC STRIDE are all an active part of the teaching learning process. In addition, teachers also strive to update their knowledge through participation in online/offline programmes/workshops. Students are

encouraged to utilise vacations by taking up internship programmes. The project component is introduced into the curriculum as part of experiential learning which enables students to work in collaboration with reputed research institutes or industries. 5. The career facilitation centre (CFC) and a start-up club organise programmes to strengthen the Industry-Academia interactions viz. Panel Discussions with Industry Experts, Sectorial Career Summits and Seminars. 6. Concurrent evaluation provides flexibility in assessment through innovative methods such as preparing models, charts, flip books, videos, podcasts, skits, group discussions, booklet preparation etc. rather than the conventional memory-based examinations. The college ERP system is used to conduct online mode of examination. 7. Regular and online feedback from students towards 'Teaching-Learning' is taken in every semester which helps in monitoring the teaching learning process as well as in understanding learners needs. The online feedback provided by the students is also properly analysed and if required, faculty is encouraged to strengthen the area which needs improvement based on the learners need. 8. The year 2020 introduced a complete change in the methodology of teaching from offline to online mode. The advent of the online mode was facilitated with the procurement of license for Microsoft Teams and extensive training and acclimatization programmes for teachers. Institutional login ids ensure secure and accessible use of the online platform for teachers and students. The lockdown period was utilised to carry out academic activities viz. online talks, competitions, bimonthly newsletter publishing etc.

Examination and Evaluation

1. Internal examinations (Concurrent Evaluation) of college are conducted using a variety of methods including open book tests, presentations, group discussions, book review, case studies, etc. Flexibility in the evaluation methods for internal exams facilitates accurate evaluation in accordance with the requirement of the course on one hand whereas on the other hand it provides room for a better utilization

and enhancement of the students' skills. One of the two exams for internal evaluation is conducted on the ERP system (online) in the MCQ format for most of the subjects whereas a few other subjects prefer to conduct it in a mixed form of MCQs and descriptive questions to suit the requirements of the syllabus. 2. External examiners are included in the process of paper setting as reviewers and in the process of evaluation as moderators for the semester end examination. This ensures that a neutral perspective is maintained throughout the evaluation process. 3. The total passing marks for each paper are 40 at the conclusion of each semester. However, it is mandatory for the student to score a minimum of 20 marks each for both, the internal as well as end semester evaluation. The objective behind this is to motivate students to maintain equal focus on both the types of evaluation, thus serving the real purpose of Concurrent and continuous evaluation. 4. A committee has been constituted to take action on the cases of mal practices reported during the examination. Every case is presented before the committee and decision is taken regarding the action to be taken on a case-to-case basis.

Research and Development

1. The College has established Research Coordination Committee (RCC) to explore the research needs of the college in terms of guidance, promotion of research, infrastructural development, administrative support, and special facilities for academic research. RCC has been instrumental in preparing policy documents for conducting research and promote antiplagiarism. The policies have been communicated to all stakeholders and are implemented. 2. There has been subsequent increase in the number of PhD guides. The help required for eligible teachers to get recognition as PhD guides will be extended and this will lead to increase in number of PhD guides and subsequently increase in number of PhD students in the College. This will help to enhance research in the departments as well as in the College. 3. Teachers will be motivated to publish their research in UGC listed journals 4. Mini research projects have

been conceptualized by the RCC and seed money has been provided through funding from UGC schemes and DBT Schemes.

Guidelines/ Standard operating procedures for obtaining funds under seed money have been documented. The diversity of research projects will be enhanced in coming years, by orienting and motivating teachers and students to undertake projects which focus on data analysis, use of statistical softwares for analysing biological data, this will in a way enhance interdisciplinary areas in research.

Library, ICT and Physical
Infrastructure / Instrumentation

1. Complete automation of Library and library services has been priority and the college has made concerted efforts for complete automation.
2. Issuing of books, book searching is automated with most of the books are RFID tagged, which has made processes simpler.
3. Purchase of hard copies of reference books has been restricted with more and more e-books (total e books 185) being added every year.
4. Large size/heavy duty xerox machines and Printers have been added in the Examination section.
5. Digital library initiative has been implemented with subscription of 11 online periodicals and journals 103 online subject journals have been subscribed.
6. Very old and rare manuscripts are digitized (Mandlik Collection) and now been made available in soft form. This initiative was financially supported by National Archives of India, Ministry of Culture, Government of India.
7. A separate conference room (Cost Rs. 7,76,372.00) for conducting meetings in the main building has been added, by relocating the space and huge cupboards for storage of office records and files has been created.
8. A separate "Media Center" for B.Voc programmes has been set up (total cost Rs. 1,63,68,000.00) with Computer Laboratories, Classrooms, Workshop, Drawing rooms, office, Canteen and furniture and LAN work.
9. Instruments/Equipment's added during the year range from smaller to few high-end instruments with a total cost of Rs. 57,02,562.00 through various funding schemes from UGC and DBT. These instruments/equipment's have added value in terms of quality of experiments being conducted in the laboratories.
10. Part of the yearly

financial budget is also dedicated for Annual Maintenance Contracts for maintenance of computers in the campus, equipment's, generators, UPS, lifts and also repairs to the infrastructure.

Human Resource Management

1. Maximum and appropriate use of human resource is practised in the College, with strict adherence to service conditions as prescribed by the State Government and the University. 2. Biometric attendance for better management to ensure regularity and punctuality of staff. 3. Rotation of laboratory assistants and attendants between various departments to improve their skills. 4. Transparent recruitment process, service rules and good contractual conditions/renumerations for non-grant teaching and non-teaching staff. Staff members are given casual leaves, medical leaves, maternity leaves, employees provident fund facilities. Staff salary is credited into the bank account directly. 5. Confidential reports for non teaching is implemented regularly and accordingly actions are taken. Similarly, Annual performance Appraisal (API) and Performance Based Appraisal System (PBAS) is implemented as per UGC guidelines, from time to time and based on their performance the teachers are promoted to next level of Annual Grade Pay. 6. Establishment of IT Department with dedicated staff to look into routine affairs of IT/ICT has been implemented by the parent organization. Similarly, two system engineers have been appointed for technical support. 7. The Statutory committees like 'Cell against Sexual harassment and Atrocities against women' and 'Grievance Cell" are functional which cater to grievances of students and teachers. Awareness workshops and talks by experts are also conducted by these Cells/Committees. 8. Efforts are put towards motivating faculty members to participate in FDP, refresher courses, conferences, workshop, seminars and provide all procedural and practical support to teachers for submitting research proposals is conducted regularly. 9. Training of non-teaching staff/Office staff for use of e-governance, use of PFMS and use of ERP is conducted as and when required.

Industry Interaction / Collaboration

1. Industry-Institute Interaction Cell is an integral part of Career Facilitation Center (CFC) of the College. The Center plans and organizes variety of industry related activities to bridge the gap between Industries and Academia and helps to foster effective interaction between Industry and Institute. 2. Efforts are also made by the Center to conduct activities on Entrepreneurship development. Meets of Human Resource Managers renowned companies are organized, where HRs of different Companies/ Industries participate, share their opinions on the journey of "Campus to Corporate" and extend their support for active collaboration with the College. 3. On similar grounds, joint efforts are taken by the parent organization (Deccan Education Society) and the College and a dedicated Innovation and Entrepreneurship Development Centre (IEDC) is being promoted in the college to develop mechanism to create entrepreneurial culture. 4. Keeping this in mind, a National Entrepreneurship Conclave was organized with an objective to create a platform and collaborating opportunities for different stakeholders, create awareness and establish support for the innovation. Experts namely, Dr. Unnat Pandit, Program Director, Atal Innovation Mission, NITI Aayog, Government of India, Dr. Abhay Jere, Chief Innovation Officer, Ministry of HRD, Government of India, Mr. Rendalkar, Joint Director, Maharashtra Centre for Entrepreneurship Development (MCED) and other prominent speakers created awareness about the entrepreneurship and the initiatives taken by the government agencies to promote the same. 5. College (CFC) had also organized a state level intercollegiate idea and innovation competition 'INNOVISION 2020' in February 2020, for enterprising undergraduate and postgraduate students from Arts and Science faculty. 6. The main purpose of this competition was to provide a platform for students to showcase their ideas which can then be translated into a business ventures by providing guidance for IPR, market research, technology development, finances and advertising. 7. College

has also entered into formal MOUs with the industries from Pune namely with Blue Pineapple, Product Horizons Technologies Pvt. Ltd., Pune, National HRD Network, Pune (NHRDN, Pune), Objective Info Solutions Pvt. Ltd., Pune, Mettle Innovations, Pune, J. A. Solutions, Satara, Florentis Pharmaceuticals Pvt. Ltd., Pune and Synthink Research Chemicals, Pune. The collaborative activities with these industries include inviting industry experts for special lectures focussing on industry preparedness, participation in designing and implementing syllabi of postgraduate and undergraduate syllabi, providing internships to post graduate students etc., 8. International collaborations have been established through ERAMUS PLUS programme for Geology and faculty exchange programme has been executed with Jageillonian University, Krakow, Poland.

Admission of Students

1. The entire process for admission to all undergraduate and post graduate programmes in Arts and Science faculty as well as vocational undergraduate programmes offered by the College is online. 2. After the declaration of results by the state board for 102 level, applications are invited online, through a dedicated link. The portal for filling admission form is available for students for a period of 7-10 days. The demand average demand ratio for all academic programmes is as high as 1:45. 3. For post graduate programmes, an online entrance examination is conducted. The provisional list of applicants displayed allows the students to verify their credentials and gives them an idea regarding their standing merit wise, which in turn indicates their chances of securing admission to the much-coveted programmes. 4. All rules and regulations as laid down by the State Government and the University are strictly adhered. 5. Merit lists (1, 2 and 3) are generated through the ERP system, displayed and sufficient interval is provided for payment of fees. 6. Payment of fees is done through online mode only through payment gateway in the ERP system. 7. Once payment of fees is done the student is assigned login credentials

to access the ERP system to receive notifications and appear for concurrent internal evaluation/assessment and end semester examinations.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	1. All communications are carried through e-mails with fergusson.edu 2. Planning and Implementation of schemes/ projects are carried out through digital platforms
Administration	1. The College has ERP system. 2. All administrative processes, records, sharing of Administrative Circulars, Notices is carried out through emails and by using Digital Platforms. 3. Application and sanction of Leaves (Casual and Medical) is done through the ERP system. 4. Maintaining and monitoring of Student Data is done through the ERP system. 5. Sending messages to students regarding eligibility, payment of fees, filling of online exam forms is done through the ERP system. 6. Allocation of students, classwise/ Divisionwise and subject-teacher allocation is done through ERP system.
Finance and Accounts	1. All payments are made through NEFT bank transfers. 2. PFMS is used for schemes under UGC and DBT
Student Admission and Support	1. Admissions for all academic programmes are Online. 2. Merit lists are generated through ERP system 3. Payment of fees through Payment Gateway.
Examination	1. Emphasis on online examination-One Concurrent Evaluation is conducted Online. 2. Student Assignments are carried out through ERP System. 3. Question Banks are uploaded on ERP system through Departmental ERP Loginns. 4. ITLE- software used for conduction of examinations.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nil	Nil	Nil	Nil	Nil

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6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Hands on Training program on Website hosting using Wordpress and Mobile application using Android	NA	28/08/2019	30/08/2019	25	Nil
2019	Data Science using Python and Machine Learning	NA	13/12/2019	16/12/2019	30	Nil
2019	Tectonic Evolution of India	NA	23/08/2019	23/08/2019	15	Nil
2020	NA	Hands on training and skill development in geology laboratory techniques	15/02/2020	15/02/2020	Nil	15
2020	Projective Techniques and Neuropsychological Tests	NA	01/08/2019	08/08/2019	6	Nil
2020	Projective Techniques and Neuropsychological Tests	NA	22/08/2019	29/08/2019	6	Nil
2020	Stress Management and Its Importance	Stress Management and its Importance	13/12/2019	13/12/2019	35	26

2020	One Day Workshop on Awareness of MOOCs	NA	15/02/2020	15/02/2020	55	Nil
2019	NA	Visit to Interuniversity Center for Astronomy and Astrophysics	19/01/2019	19/01/2019	Nil	15
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Refresher Programme, Orientation programme and Subject specific Faculty Development programmes	58	01/01/2019	31/12/2020	7
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
198	198	187	187

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Fergusson College Pathpedi	Fergusson College Pathpedi	Earn and Learn Scheme

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The College/Institution has inbuilt mechanism which performs timely checks on the expenditures incurred under various budget 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 ie., 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 Receipt and Payments. (Including authorization and supporting (Cross check with various guidelines and circulars of Finance department) 2. Verification of Cash. (Surprise, Atleast 4 times a year) 3. List of Major cash payments. 4. Verification of Quotations wherever necessary. 5. Verification of TDS applicability, whether deducted or not. (Contractor /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 such person, record of work done/ attendance on muster, leaves shown, actual attendance as per biometric records, leave applications, sanction of leave by appropriate authority etc. 9. Cross Check teacher wise timetable with attendance record, attendance timing as per biometric attendance and actual salary bill claims. 10. Verification of interest earned on investments. 11. Average Cash Bank Balances on monthly Basis. Check whether liquid funds have been invested? 12. Verification of Budget Variance. 13. Fees reconciliation statement needs to be verified with student record/attendance register. 14. Verification of admission cancellation cases and its refund. 15. Reconciliation of Grant receivables. (Salary and Non-salary) 16. Checking of outstanding fees not collected, whether it is seen from records proceedings and correspondence that genuine efforts are taken to recover such fees, instances of unauthorized waiver in fees at unit level.? 17. Verification of miscellaneous and Other Income and receipts, Charges for bonafide etc. Whether proper receipts issued, taxability under GST, whether collection of such amount is as per sanction by Authorities. 18. Verification of Scrap disposal and recording of receipts in books. 19. Items of any income leakage noticed by the auditors. 20. Verification of examination expenses and is there any receivables? 21. Verification of Grant receivables. (UGC, University and other funding agencies) 22. In case the unit is receiving any Free Ships / Scholarships (For Socially or Economically Weaker or Backward sections of the society) and compliance with State Government is also checked and verified including completeness of all the required documentation, record of minimum required attendance of such student etc. 23. Verification of Unspent Scholarships. (Each Scholarship wise statement to be prepared) Amount Claimed/Amount Received/College share/Student Share/Outstanding amount from Government/List of Students of who has not claimed the scholarships.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Deccan Education Society (Our Parent Organization)	16368000	Media Center for B.Voc
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	IQAC	Yes	IQAC
Administrative	Yes	IQAC	Yes	IQAC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1. Parent -Teachers Meet was held on 8th February, 2020 and general discussion on efforts for teaching-learning were discussed. 2. Inauguration of Environmental Club- Envengers Club was held on this occasion. 3. Tag Line and Logo making activity was also conducted on this occasion. 4. Scientific Model Making on account of V.V.Apte memorial activity was also conducted.

6.5.3 – Development programmes for support staff (at least three)

1. Training Programme on General requirement for competence of testing and calibration laboratories. This training was organized by Fergusson College (autonomous), Pune, our Sister Institute, Technical Institute, Pune, in collaboration and Kulkarni Laboratory and Quality Management Services, Pune from 17.12.2019 to 20.12.2019 2. Effective Use of Information and Communication Technology (ICT) at Workplace” organized by Deccan Education Society for Non Teaching Staff of DES Institute’s on 7th November, 2019.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Autonomous status to the College (June, 2016) as recommended by NAAC 3rd A and A Cycle Peer Team. 2. Efforts to elevate to State University (Fergusson University) as recommended by NAAC 3rd A and A Cycle Peer Team, under RUSA Component-II. 3. Implementation of MIS- ERP System for all academic and administrative purposes- GEMS/JUNO ERP system from 2016 to 2020 and now, MASTERSOFT-ERP system since 2020. 4. Implementation of Learning Outcome Based Curriculum Framework (LOCF) for all academic programmes as per UGC guidelines. 5. UGC-SAWYAM-MOOCs in the course structure of post graduate programme structure have proved to be beneficial for students. Credit transfer policy for MOOCs has been devised. 6. New Academic programmes - Master of Science in Computer applications and Master of Data Science have been introduced. 7. Reforms in assessment and evaluation methods, where flexible methods of evaluation are practiced for all academic programmes. 8. Strengthening of Industry Interface and career- the College is formally engaging in the form of MoUs/MoAs with industries for their participation in skill development programmes/ training programmes, internships and framing of curricula of some professional programmes. 9. The Social Outreach and Enabling Center (SOEC) and SAATHI Center for enabling students with blindness (established in the year 2010), have been strengthened by entering into MoUs with NGOs working in varied areas of social issues. 10. Funding from agencies like University Grants Commission, Department of Biotechnology (Ministry of Science and Technology) has been prioritized and efforts have been made to bring in more departments under schemes like UGC-College of Excellence and DBT STAR Scheme, with some departments being upgraded to STAR STATUS. 11. A definite mechanism for mentoring students and helping them in their academic /career progression has been implemented. 12. Efforts are also put to write/formulate Standard Operating Procedures and Policies for all academic and administrative processes/procedures. 13. IQAC also ensures timely submission of AISHE data, AQAR through HEI portal on NAAC website and data for NIRF. The College has been ranked 42nd (2019) by NIRF.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	Yes
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2020	Initiating the process of writing Course Outcomes as per revised Bloom's taxonomy for all courses and for all academic programmes	15/10/2020	31/12/2020	31/12/2020	200
2020	Writing Programme Education objectives (PEO) and Programme Specific Outcome (PSO) for B.A., B.Sc. and B.VoC programmes and getting feedback from all stakeholders	03/12/2020	31/12/2020	31/12/2020	200
2020	Developing methodology for mapping Course Outcomes- Programme Specific Outcomes and methodology for Course attainment	23/12/2020	31/12/2020	31/12/2020	5
2020	Use and training on the new ERP (MASTERSOFT) for Course mapping and attainment(O BE Module- ERP)	25/12/2020	31/12/2020	31/12/2020	5
2019	Orientation Programme for Entrepreneurship Dvelopment	26/07/2019	26/07/2019	26/07/2019	42

	for Teachers and Students				
2019	Orientation Programme for Entrepreneurship Development Course	27/07/2019	27/07/2019	27/07/2019	45
2019	Poster Exhibition on Gender Issues (Gender atrocities, Inequality in Profession, Gender Fluidity, Socially accepted Gender roles and The transgender bill	20/12/2019	20/12/2019	20/12/2019	300
Nil	Skill Enhancement Courses (SEC) for IIIrd , IVth, Vth and VIth Semesters for all BA Programmes.	15/07/2020	31/12/2020	31/12/2020	10
2019	Implementation of Mentoring for all students and for all academic programmes (Class wise).	15/07/2019	31/12/2020	31/12/2020	5000
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male

Poster Exhibition on Gender Equity	20/12/2019	20/12/2019	367	352
Gender and its Aspects	20/12/2019	20/12/2019	93	45
2013 Act for prevention , prohibition and redressal of sexual harrassment at work place	27/08/2019	28/08/2019	45	40
Street Play and Poster Exhibiton on gender atrocities, inequality in professions and woemn in rural areas	20/02/2020	20/02/2020	52	35
Women and Health	07/03/2020	07/03/2020	60	Nil

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
1. Solar Panels have been installed at Girls Hostel, Department of Electronic Science, Department of Zoology and at RESOLVE building which houses department of Mathematics, Statistics, 6 classrooms, Server Room, 4 post graduate computer science laboratories and IQAC office.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Braille Software/facilities	Yes	45
Scribes for examination	Yes	42
Physical facilities	Yes	45
Special skill development for differently abled students	Yes	45

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	1	17/12/2019	1	Public awareness	Science Populariz	6000

					of Annular Solar Eclipse in PCMC and PMC schools	ation	
2019	1	1	30/09/2019	1	Explore science: a Look through Foldscope	Use of paper Microscope	150
2019	1	1	21/08/2019	150	Science Education Initiative	Baisc Maths and Science for Low Income PCMC schools	55
2020	1	1	29/07/2019	1	Science Popularization	Principles of Science	200
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7.1.5 – Human Values and Professional Ethics

Title	Date of publication	Follow up(max 100 words)
Values and Education	09/06/2020	Nil

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Values and Education	09/06/2020	09/06/2020	54
2. Book Exhibition and Celebration of Vachan Prerana Diwas -Birth anniversary of Dr.APJ Kalam	15/10/2019	15/10/2019	300
3. Book Exhibition (Dr. Babasaheb Ambedkar Death Anniversary	14/04/2019	14/04/2019	400
4. Taking Oath on Sadbhavana Diwas	20/08/2019	20/08/2019	50
5.PANORAMA- International Student Festival	01/02/2020	01/02/2020	50
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. College Policy for Green Initiatives. 2. Absolute ban on single use plastic

and plastic bottles on campus. 3. Mapping of Campus Biodiversity (flora and fauna) 4. Masters Training programme on Green Campus-Training for School teachers. 4. Tree plantation activities in the campus in the month of June/July. 5. Steps / Initiatives to revive Botanical Garden 4. Green Audits every year.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice-I

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

2. 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 ready.

3. 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.

4. 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.

5. 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 Practice-II

1. Title of the Practice: Diversification of Social Outreach Activities and Fostering Social Responsibility

2. Goal

- To instill a sense of social responsibility in students.
- To engage the students in meaningful service that meets community needs.
- To equip the students with skills, attitude and knowledge to work with the disadvantaged sections of society.
- To diversify social and outreach activities and reach school education
- To foster reciprocal learning where both the students and the recipients of service benefit from the activity.
- To encourage a lifelong ethic of service in students.

3. The Context: The purpose

of education is not just preparing the students for a livelihood but also to make them good citizens and above all good human beings. Values of caring and sharing with the less privileged are one of the important elements of such education. It is our collective responsibility to empower the underprivileged to become self-reliant so that they can live with respect and dignity. It is our duty to uphold the human rights of all disadvantaged sections of society. Our college encourages a lifelong ethic of community service. 4. Practices The college has a Social Outreach Enabling Centre (SOEC) which gives an opportunity to the students to work with various civil society organizations. There are around 8 active organizations working under SOEC. They work for different causes and have different mottos. There are organizations working for blind students specifically and working for learning disabilities like Ankur and Prism. There are organizations working to educate the children from Below Poverty Line families like Doorsteps. There are multitasking organizations like Sevashayog working for more varied causes like women emancipation, menstrual hygiene and education. Muse, which is situated out of Pune, actively works through video calls. Apart from the above, the College has been awarded with DBT STAR College Scheme. Eleven science departments are beneficiaries under this scheme. Every department carries out at least one outreach activity under this scheme. The outreach activities carried out vary from poster exhibitions for general public, exhibitions on Scientist like Dr. APJ Kalam, Statistics in Army/ War/ How Alan Turing used Statistics and German's Lost, Big Data Analysis (How Statistics is used in Internet.), Workshops for school teachers teaching Biology and Geography introducing teachers to Earth and Solar System, Evolution of the Earth and Topography and Landforms, hands-on training on Maps and Toposheet reading and on minerals, rocks, fossils and rock thin sections, workshop on 'Introduction to the Exciting World of Microbiology' for high school student, where the number of students benefitted is more than 200, workshop on 'Understanding life-style diseases using Clinical biochemistry for high school teachers' and Three-day programme on 'Popularization of Science' which included lectures by eminent scientists on various topics and hands-on session on the use of scientific toys made from simple daily use objects to demonstrate the principles of Science were conducted. 5. Evidence of Success:

This has helped the College in reaching out to the community which needs education, help rendered by our student volunteers has been solicited by the NGOs and Inclusive Schools. The press has given coverage to the work done by the social outreach and enabling centre. This has also helped in significant number of NGOs approaching the College/ SOEC to get support in the form of student volunteers and now the College is entering into formal MoU's with these NGOs/Schools. The students volunteering such outreach activities are awarded extra credits for participating in SOEC activities and their work is getting evaluated as well as appreciated. Best Practice-III 1. Title of the Practice: Efforts for Differently abled students - SAATHI Enabling Center 2. 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. 3. 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. 4. 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, "Lets 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. 5. 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

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://www.fergusson.edu/quicklink/IQAC_Best_Practices.html

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Our Institution is 134 years old institution which was established in 1885 under Deccan Education Society. The founders of the Institution were forefront freedom fighters and their efforts towards establishing this institution (Fergusson College) has been well documented in books of history. They had a Vision to provide higher education to masses at very affordable cost. At the same time, they were very enthusiastic and eager to expand their horizons with reference to higher education. Over a period of time, the Institution/College felt necessary to revise the Vision and Mission Statement on par with global standards, as there have been sea changes, with regard to new academic programmes, linkages and collaborations with local community as well as International Universities. The Vision and Mission statement of the College is as follows: 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. The Institution/College has been performing excellent in providing quality education to all its students and mainly focussing on their overall development as a citizen and also taking efforts towards their progression and employability. The performance of the Institution in Teaching-Learning has been remarkable. This has been appreciated by the University Grants Commission and the Institution was awarded, "College of Excellence". The Institution /College has also figured in top 50 in National Institutional Ranking Framework. Undergraduate and post graduate education has been a prime academic activity. After becoming an autonomous Institution, the

course structures were transformed into credit-based structures for all academic programmes, which provided an innovative platform for learning. Since then, internships/ dissertations, working on live projects and undertaking courses available on SWAYAM-MOOCs have now become part of curriculum. There has been a paradigm shift in the teacher's role, from not only a teacher but more of a facilitator. Teaching-Learning has evolved in these years, with teachers using different teaching pedagogies like use of models, softwares, flip classrooms, ICT platforms and e-resources and using virtual methods as well. The focus is mainly on learning aspects of the students. Advanced learners get an opportunity to undertake research projects along with a mentor-teacher and participation in scientific working model making, writing research papers, presenting their research work etc., Every student is assigned with a mentor-teacher who guides the student for their academic progression and placements, after performing a proper SWOT analysis of the student. The assessment methods are flexible with one mandatory online assessment. The student has liberty to select the method of assessment, so this has opened up a wide horizon for learning. Skill enhancement programmes/ activities/workshops, capability enhancement programmes/trainings and interdisciplinary learning have become an integral part of learning. Regular interactions with Experts from research institutes and industries, pre-placement activities, yearly Sectorial Summits and Career Summits have

Provide the weblink of the institution

https://www.fergusson.edu/upload/document/1204_Institutionaldistinctiveness.pdf

8.Future Plans of Actions for Next Academic Year

1. Implement Outcome Based Education (OBE) model from next academic year. Process of writing Programme Educational Objectives (PEOs), Programme outcomes (POs), Programme specific outcomes (PSOs) and Course outcomes (COs) has been initiated by all UG, PG, Arts and Science departments. 2. Diagnostic test for First year students of M.A and M.Sc. will be conducted for the new students of session 2020-21. 3. Revise the syllabus as per the need and new/additional courses which can focus on skills and employability- Collaborations (academic)-NHRDN 4. Online teaching-Learning platforms will also be explored for further enhancement of teaching-learning. 5. Reforms in the Examination with Concurrent Evaluation assessment has been implemented in the form of on-line internal examination, which is MCQ based. 6. Diversification of mini projects- UGC/DBT-focus on data analysis projects 7. Capability Enhancement- Trans disciplinary Areas 8. IQAC will also extend help and support to eligible teachers for getting recognition as Ph.D. guides and increase the number of Ph.D. students. 9. Strengthening of Academic Circle and learning platforms for visually challenged students in their academic activity under SAATHI 10. College will look forward to strengthen the network with neighbourhood, strongly move towards community connectivity, improve on meaningful linkages for growth and progression of the College 11. Implementation of online/digital mentoring process 12. Plans to initiate few audit courses