



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**PRAVARA RURAL EDUCATION SOCIETY'S WOMEN'S
COLLEGE OF HOME SCIENCE AND BCA**

**A/P- LONI KD, TAL-RAHATA, DIST-AHMEDNAGAR (M.S.)
413713**

www.pravarahomesciencebca.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pravara Rural Education Society, Pravaranagar is premier Education society established in 1971 under the able leadership of the great visionary, **Padmashri Dr. Vitthalrao Vikhe Patil**. This step proved to be a golden opportunity, especially for girls in rural area, who were kept in the darkness of ignorance for ages.

Few decades ago, girls were deprived of higher education. Under the visionary guidance of **Late Dr. Balasaheb Vikhe Patil [Padmabhushan Awardee]**, **Women's College of Home Science and BCA, Loni** was established in 1997 as a branch of Pravara Rural Education Society with a specific objective to empower the women physically, socially, psychologically, economically and responsible individual through quality education.

The college is situated at Loni (KD) Grampanchayat area, Tahasil Rahata, District Ahmednagar which is rural area. At present the college with its **28.38** acres of expansive campus premises dotted with buildings and beautiful lush green surroundings, large class rooms, well equipped laboratories, exclusive library and spacious playgrounds and indoor stadium, swimming pool, hostel congenial to academic growth and overall development of learner.

The College runs 2 UG and 01 PG programs and has 15 different Short term/ Value added/skill based certificate courses. The College is permanently affiliated to SNDT Women's University, Mumbai and is approved under section 2(f) and 12(b) of the University Grants Commission (UGC) act up to 2016 and after 2016-17 was affiliated to Savitribai Phule Pune University, Pune (Formerly known as University of Pune, Pune) due to administrative reason by Management, because most of Institute run by Pravara Rural Education Society has been affiliated to Savitribai Phule Pune University, Pune, except Women's College of Home Science and BCA, Loni. Savitribai Phule Pune University, Pune is convenient, easy to access for communication. Also Institute received different grants for Instruments, Sports, Research, projects, Equipments, Construction and Earn and Learn which is helpful to economically weaker students. College accredited '**A**' grade by NAAC with CGPA **3.08** in 2014.

Vision

"Empower women by providing equal opportunities in socio economic, cultural and global employment market through quality education"

Vision Statement

"Lead me from darkness of ignorance to light of knowledge"

Mission

- To strengthen the women physically, psychologically, socially and economically to become responsible individual through proper education.
- To develop skills in student having potential to be used as a means of self employment.
- To integrate learning across diverse domains and form linkages with other academic subjects of human ecology and informative communication technologies.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Commitment towards student's welfare and equal opportunity to all
- Highly qualified and dedicated faculty. The healthy interaction between students and faculty goes beyond the classroom and learning beyond curriculum
- Mentoring system is well structured and for counseling of students for formal and informal levels
- College campus is green and environmental friendly
- Rain Water Harvesting and Sewage Water Treatment Plant
- Conducting Green and Energy Audit
- Renewable Energy Source-Solar System and Biogas
- Publication of research papers in UGC approved, peer reviewed and indexed research journals having good impact factor
- Participation of faculty in national and international seminars, conferences, workshops and symposiums
- Wi-Fi Campus facility with 50 Mbps internet leased line
- Excellent student support facilities with Earn and Learn Scheme and Hostels facilities
- Registered and functional Alumni Association
- Excellent ICT facilities for the teaching-learning process
- Effective leadership and co-ordination of staff and students by the Principal

Institutional Weakness

- Dropout rate of female students owing to marital reasons
- Skewed awareness and misconceptions among the general public about the nature of Home Science and its evolving nature result in enormous struggle for identity and growth

Institutional Opportunity

- Start Post Graduation in Food Science and Nutrition
- NGO sponsored research projects
- Build global competencies in rural students to face the world challenges
- Strive hard for achieving excellent performance in sports, co-curricular and extra-curricular activities
- Collaborative research activities

Institutional Challenge

- To Strengthen interdisciplinary research activities
- To organize International level seminars/conference
- To enhance collaborative research with industry
- To apply for Research center in Food Science and Nutrition to Savitribai Phule Pune University, Pune
- To submit proposal to RUSA for development grant

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The College has 2(f) and 12(b) status of UGC and was permanently affiliated to SNDT Women's University, Mumbai up to 2015-2016 but due to inconvenience in administrative work now it is Affiliated to Savitribai Phule Pune University, Pune (Formerly Pune University) from 2016-17 as per the Management decision.
- The elective subjects are in both the curriculum of UG program's offered viz. Home Science and Bachelor of Computer applications.
- The faculty serves eminent bodies in Academic Council, Board of studies of affiliating University. Their expertise helped to evolve responsive curriculum and pedagogies.
- College offered 15 add on/ Certificate courses during last five years.
- For effective curriculum delivery College prepare Academic Calendar, arranges departmental meetings having agenda workload distribution, Time table, daily teaching plan, use of ICT and Various software's.
- About 80 per cent students of final year have opted Internship/Projects
- The curriculum always incorporated cross-cutting issues related to Gender, Environment, Human Values, and professional Ethics. Apart from curriculum given by University, College organizes various activities/programmes as plastic free campus, gender sensitivity programme, pre-marriage counseling through NSS.
- As a learning organization, we have always engaged in continuous process of obtaining feedback from stakeholders and have enriched teaching learning process.
- IQAC conducts Seminars/ workshops, guest lectures for curriculum enrichment.
- The feedback received from stakeholders is analyzed and communicated to Board of studies for necessary action.

Teaching-learning and Evaluation

- The College is situated in rural area exclusively for women. Students came from neighboring villages. Equal opportunity cell of the college strive to provide an appropriate learning environment to the student.
- Students are familiarizes with the program outcome, mode of assessment during the orientation program of college.
- Each department assesses the learning level of student and identified advanced and slow learners.

Advance learners provided INFLIBNET membership, e-resources and encourage participating in research competition for students in University level. College offering remedial and value added courses for slow and advanced learners.

- Mentor mentee scheme offered by college for giving personal attention to students.
- College offers various student centric learning methods as, field project, on-the-job-training, survey method and ICT based classrooms for enhancing teaching learning process. Faculty plans strategies to reduce gap in knowledge and skills.
- Learning outcomes for all programmes set by college and uploaded on web site. Learning outcomes assessed periodically.
- The continuous assessment of learning capabilities is carried through tests, seminars, group discussions and project work included in academic calendar. The development of students reflects in the results and university merit ranks.
- Faculties are encouraged to acquire higher qualification by the college. Outcome is number of faculty with Ph.D. is increased in last five years.
- The College has transparent time bond and efficient mechanism to deal with examination related grievances.
- IQAC reviews the academic performance of each department.

Research, Innovations and Extension

- The faculty has published 50 research papers in reputed journals notified by UGC.
- The faculty has also published 11 books chapters in edited volumes/ books and 72 papers in national/ international/state level proceedings.
- Institute encouraged faculty for participating in conferences by providing seed money for national conferences and 25 per cent of total expenditure for International Conferences.
- The institute made efforts to promote research culture among faculties, 4 research projects with the grants of Rs. 10, 87,689 were received during the last five years.
- The Institute has conducted 10 workshops/seminars on various interdisciplinary issues.
- The Institution has 23 collaborations/linkages for Student exchange, Internship, Field trip, research and certificate courses.
- The Institute has 8 functional MoUs with Government Institute, Medical Institute, International Science Congress Association, Educational Institute, Agro and Dairy Industries.
- Institute has conducted 128 extension outreach programmes through NSS, College Ceremony Committee, Student Development department, Extra Mural Board, Lifelong learning & Extension Board, funded by SPPU University Pune, Government of Maharashtra and NGOs.
- To imbibe a sense of responsibility/service orientation/holistic development of the students,

Institute organizes different extension activities in the neighborhood community like Swachh Bharat Abhiyan, AIDS awareness, Tobacco eradication, Tree plantation, Plastic eradication, Nutrition Week, Breast Feeding Week, demonstration of low cost nutritious recipies, hygiene and healthy diet for vulnerable section of rural area to combat malnutrition, lecture series of social thinkers, Blood donation camp.

- Annually more than 80 per cent students participate in extension activities organized by Institute.

Infrastructure and Learning Resources

- The college has excellent infrastructure and learning resources including ICT enabled classrooms, seminar halls, fully equipped laboratories, computer laboratories with 83 computers for academic and 26 for other support facilities.
- It also has the substantial infrastructure required for indoor and outdoor sports activities like basketball, volleyball, badminton, yoga, table tennis, Kabaddi, Kho-Kho etc.
- Average budgetary provision of Rs. 11.66 lakhs is made during the last five years for infrastructure augmentation.
- The Library is partially automated with Integrated Library Management System (Library Software), which houses a sufficient number of books in all disciplines,
- The learning resources like INFLIBNET, e-journals, e-books etc. are available in the library.
- Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years is Rs. 0.95 Lakhs
- The Institute has provided adequate IT facilities in the campus. The BCA department monitors the functioning of ICT resources and college website.
- The budget for infrastructure, library and other learning resources is earmarked annually based on the recommendations of respective committees constituted for upgrading, maintaining and utilizing physical, academic and support facilities.
- The Institute has standard systems, policies and procedures to maintain and utilizing physical, academic and support facilities i.e. laboratory, library, sports complex, computers, classrooms etc.
- Maintenance committee is taking care for the maintenance of physical facilities.

Student Support and Progression

- Students satisfaction is topmost priority of the Institute,. The Institute does not want to discontinue her studies due to financial stringency. The Institute has ingrained established student support system for financial development, scholarship assistance, capability enhancement, student progression and earn and learn scheme.
- Average 24 per cent of the students have benefitted by the scholarships and Free ships provided by the Government and Non-Government agencies.
- Earn and Learn Scheme is functional in the Institute. In the last five years, the Institute has spent Rs. 2,00,575/- under this scheme.
- The Institute has a healthy system to provide support to students for skill development, career counseling, competitive examination guidance, placement and entrepreneurship development.
- Personality development ,Yoga and Meditation sessions are held regularly
- The grievances, sexual harassment complaints and any requests, in general is addressed by the Grievance and Sexual Harassment Redress Cell through a transparent mechanism and Anti-ragging Cell

takes all necessary measures in college campus.

- The students Council is constituted as per the rules and regulations laid down by S.P.P.U., Pune. Students having representation on various college committees like CDC, IQAC, NSS, Cultural, Library Advisory Committee, Gymkhana Committee etc.
- Sports and cultural competitions both at the College and Inter collegiate levels are held in the Institute. The students have received awards/medals in University/State/National level events in various sports, cultural and NSS.
- The Institute has functional alumni association. Considerable contributions are made by the alumnus. The alumni meet organized once in year to create an opportunity for alumnus to meet and share knowledge with their friends, teachers and present students.

Governance, Leadership and Management

- As a Vision and Mission “Empower women by providing equal opportunities in socio economic, cultural and global employment market through quality education” For fulfillment of this vision and mission of the college, the leadership strives to maintain open and interactive environment.
- The college translates its vision and mission through programs and activities such as NSS, Soft skills development program, Welfare schemes, Sports, Career Guidance.
- The organizational structure of the institution is based on the vision of late Padmashri Dr. Vitthalrao Vikhe Patil, Pravara Rural Education Society, Pravaranagar.
- The college promotes a culture of decentralization and participative management through various academic and administrative committees.
- The Principal helps in governing and managing the college through LMC/CDC, IQAC, and other college committees.
- The college encourages the faculty to participate in Refresher, Orientation, and Faculty Development Programs to for academic development and complete their Ph. D.
- College also organizes development programs for non-teaching faculty.
- Study leave and financial support are granted to the faculty for attending seminars, workshops, and conferences.
- The College has introduced e-governance in finance, accounts, student admissions and examinations.
- The institution has effective welfare measures for teaching and non-teaching staff.
- The performance of the teaching and non-teaching staff is assessed through the Annual Performance Appraisal System.
- Faculty orientation programmes, seminars, conferences, workshops are organized regularly.
- Efforts are taken to pull in funds from UGC, BCUD/BOD of SPPU, Pune, MSCW, SWB, etc.
- The accounts are audited regularly and strictly through the Internal and external auditors.
- IQAC undertakes quality sustenance and quality enhancement measures.

Institutional Values and Best Practices

- The college organizes gender equality promotion program emphasizing women empowerment, self protection, law for women’s, improvement of mental health, cyber law etc.
- Security personnels are available 24 X 7 and CCTV cameras are installed to ensure safety and security of students and employees.

- Grievance redressal and Anti-ragging committee is constituted for timely redressal of grievances.
- Mentors are looking after the counseling and monitoring safety of students. Gender sensitization activities like Nirbhaya Kanya Abhiyan,
- The College organizes different seminar, guest lectures and workshops on Gender Sensitization.
- The Roof –top solar panel is installed as alternative source of energy. LED bulbs are used to reduce energy consumption.
- The chemical safety manual is prepared for proper handling, storage of chemicals.
- The college has vermi-composting unit for Bio-waste management.
- The college maintenance committee deals with the issues related to maintenance of solid waste management, liquid waste management and PRES looks for e-waste management.
- The campus has water conservation facilities like rain water harvesting through recharge of bore well, storage stank tanks, STP for savage recycling.
- The entry of automobiles is restricted in campus, pedestrian friendly pathways are used, Use of plastic is banned in campus, and the campus is lush green with full of trees.
- Facilities like wheelchair, ramp for disable, disabled friendly washrooms are available for *divyangjan* friendliness.
- The college organizes various activities like birth anniversary of freedom fighters/inspiring Indian personalities, cultural activities, constitution day, Voter day, Science day etc. to promote inclusiveness and harmony.
- The institute has code of ethics for students and employees and is displayed on college website. Committee to monitor adherence to code of conduct is constituted. The college also organizes talks on human values and professional ethics.
- Awareness about code of ethics is created during induction program and principal meetings with faculty and staff. Women empowerment and personality for students are the best practices of the college, promoting overall development of students.
- Women Empowerments through Home Science education is one of the distinctive area inculcating entrepreneur among students.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | PRAVARA RURAL EDUCATION SOCIETY'S WOMEN'S COLLEGE OF HOME SCIENCE AND BCA |
| Address | A/P- Loni kd, Tal-Rahata, Dist-Ahmednagar (M.S.) |
| City | Loni Ahmednagar |
| State | Maharashtra |
| Pin | 413713 |
| Website | www.pravarahomesciencebca.org.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------|-------------------------|------------|-----|----------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | S.R. Kuchekar | 02422-272065 | 9511606962 | - | pravara.homesciencebca@gmail.com |
| IQAC / CIQA coordinator | A.R. Khaire | 02422-273989 | 9011029939 | - | anuradha.dubey74@gmail.com |

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

| Type of Institution | |
|---------------------|-----------|
| By Gender | For Women |
| By Shift | Regular |

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

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-06-1997 |

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

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

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 22-05-2008 | View Document |
| 12B of UGC | 23-05-2011 | View Document |

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

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

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

Recognitions

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

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | A/P- Loni kd, Tal-Rahata, Dist-Ahmednagar (M.S.) | Rural | 28.38 | 3921.93 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|--------------------------|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BSc,Home Science | 36 | HSC | English + Marathi | 50 | 36 |
| UG | BCA,Bca | 36 | HSC | English | 66 | 61 |
| PG | MSc,Home Science | 24 | Science Graduate | English | 20 | 8 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 1 | | | | 0 | | | | 5 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 5 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 9 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 9 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 12 |
| Recruited | 2 | 8 | 0 | 10 |
| Yet to Recruit | | | | 2 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 23 |
| Recruited | 11 | 12 | 0 | 23 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 1 |
| Recruited | 0 | 1 | 0 | 1 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

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

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 9 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-------------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 234 | 0 | 0 | 1 | 235 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 8 | 0 | 0 | 0 | 8 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 219 | 0 | 0 | 0 | 219 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 20 | 22 | 30 | 27 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 8 | 8 | 8 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 55 | 62 | 67 | 62 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 110 | 118 | 148 | 168 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 17 | 20 | 21 | 24 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 210 | 230 | 274 | 285 |

3. Extended Profile

3.1 Program

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 122 | 98 | 90 | 80 | 94 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

Number of programs offered year-wise for last five years?

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02 | 02 | 02 | 02 | 02 |

3.2 Students

Number of students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 210 | 230 | 274 | 285 | 301 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 172 | 203 | 236 | 265 | 265 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 62 | 77 | 92 | 76 | 89 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.3 Teachers

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 15 | 15 | 15 | 15 | 15 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

Number of sanctioned posts year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 15 | 15 | 15 | 15 | 15 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.4 Institution

Total number of classrooms and seminar halls

Response: 10

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 85.40 | 59.21 | 84.95 | 132.08 | 132.27 |

Number of Computers

Response: 109

Total number of computers in the campus for academic purpose

Response: 83

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute is affiliated to the Savitribai Phule Pune University, Pune since 2016-17, and follows the curriculum design and prescribed by the University. Previously, institution was affiliated to SNDT Women's University, Mumbai and followed the curriculum designed and prescribed by the SNDT University. Faculty members participate and contribute in designing of curriculum during the syllabus framing workshops of the University.

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

- 1. Preparation of Academic Calendar:** The IQAC prepares the academic calendar of the institute prior to the commencement of every academic year. It collects the information about all academic activities from Home Science and BCA departments and prepares the calendar which helps to plan the curriculum delivery.
- 2. Distribution of Workload:** At the end of every semester, the head of the departments conduct meetings to distribute the teaching workload. The teachers are allotted the subjects based on the area of interest, specialization and expertise.
- 3. Time Table Preparation:** The time table committee prepares class wise semester time table as per the standard norms and requirements. These table are displayed on student notice boards at the beginning of every semester.
- 4. Teaching Plan:** Faculties prepare teaching plan for their respective subjects before the commencement of semester. The preparation of teaching plan helps in clarity of curriculum, effective distribution and timely completion of the syllabus. There is sufficient flexibility in the teaching plan, so as to adopt the changes if any.
- 5. Teaching Diary:** Each teacher maintains an academic teaching diary provided by the institute which includes personal timetable, subject wise semester teaching plan, daily teaching plan, details of leaves and academic activities. The academic diary is monitored by the concerned Head of Departments and Principal of the institute.
- 6. Teaching Methodology:** ICT based teaching is practiced, which includes use of power point presentations, short films, class room seminars, charts, models, Google classrooms etc. Various teaching methods like experiential teaching (Field visits and exhibitions) and participative learning (group discussions, group projects) are used for effective teaching learning.
- 7. For the upgradation of subject-related knowledge,** institute organizes guest lectures, seminars and workshops. These activities provide a platform to the faculty and the students to participate, interact with experts in various fields , enrich and update their subject knowledge.
- 8. Meetings to review the curriculum delivery** are held at department level and difficulties if any are cleared by making necessary arrangements.
- 9. The IQAC** continuously reviews the functioning of various departments and facilitates necessary

upgradations as and when required.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

- The Institute trusts on transparency in its functioning.
- Preparation of the Academic Calendar begins well before the commencement of the academic year by the Committee.
- The Academic calendar is designed in line with the affiliating Savitribai Phule Pune University's Academic calendar and takes into consideration the holidays and vacation.
- The academic calendar is communicated to the students by displaying it on a website.
- The academic calendar shows the start and end of each semester stating various activities to be conducted and tentative schedule for internal and term end examination.
- Each course and the respective teacher follow University pattern for Internal Examination like Unit Test, Practical, Group discussions, Seminar, Presentations, and Projects etc.
- The Academic Calendar helps as a source of information and planner for students and faculties of the institute. It encompasses all the processes of the institute such as Academic, co-curricular and extracurricular activities.
- The institute prepares the Academic calendar by understanding the PO's and CO's so that the activities are planned accordingly.
- Academic Calendar lays down a very strong foundation of the academic delivery through teaching plans.
- The committee balances the trade-off between adherence to the Academic calendar and conduct of CIE. It also ensures the implementation of the Academic Calendar by monitoring activities.

| File Description | Document |
|---------------------------------|-------------------------------|
| Upload Additional information | View Document |
| Link for Additional information | View Document |

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university

2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

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

Response: 02

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 30

1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 09 | 08 | 05 | 04 | 04 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any additional information | View Document |

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

Response: 50.78

1.2.3.1 Number of students enrolled in value added courses (beyond the curriculum) offered year-wise during last five years.

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 219 | 140 | 71 | 92 | 92 |

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

1.3 Curriculum Enrichment

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

Response:

Being an affiliated college, the institute follows the curriculum prescribed by the university. The prescribed syllabus integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. The courses that address these issues are as follows:

Professional Ethics and Human Values:

| Program Name | Course Title |
|---------------------|---|
| S.Y.BHSc | Family Dynamics |
| S.Y.BHSc | Soft Skill development |
| S.Y.BHSc | Home Management-Consumer Education |
| S.Y.BHSc / T.Y.BHSc | Consumer Studies |
| T.Y.BHSc | Basics of Guidance and Counseling |
| T.Y.BHSc | Finishing Skills |
| T.Y.BCA | Intelligent Property Rights, Patents And Cyber Laws |

The institute conducted different awareness programs such as-

1. Organization of free health checkup camps, dental checkup, blood donation camp etc.
2. NSS reinforce human qualities like honesty, integrity, respect, discipline, empathy, ethical and moral values to promote social commitment and community activities among students.
3. Organized lecture for creating voting awareness among students
4. Organized seminar on Consequences of Social Media Networking among Women, Dynamics of Human rights and stress management.

Gender Issues:

| Program Name | Course Title |
|--------------|--|
| F.Y.BHSc | Prenatal Stage to Childhood |
| F.Y.BHSc | Human Development |
| F.Y.BHSc | Life Span Development |
| T.Y.BHSc | Recent Advances in Food Science and Nutrition (seminar) and Women's Issues |

1. Apart from these courses the institute organized various lectures, workshops and seminars on gender sensitivity through Board of Students' Development, NSS, Department of Lifelong Learning, Board of Extramural Studies, SPPU, Pune.
2. The institute organized extension lectures to bring awareness among the students and community about health and hygiene.
3. The institute organized various gender sensitivity programs such as Nirbhaya Kanya Abhiyaan - Yoga Training, Self-Defense, Women Empowerment, Entrepreneurship Development, Mata Mahavidyalayat, Pre-marital counseling etc.
4. Organized seminar on Status of women in emerging social structure, Rural women entrepreneurship: Issues and challenges , Sensitization of Woman Emancipation , Health & Nutritional Status of Women
5. NSS volunteers performs role plays on Save and Educate Girl Child, gender equality etc.

Environment and Sustainability:

| Program Name | Course Title |
|--------------|---------------------|
| F.Y.BHSc | Environment Studies |

| | |
|---------------------|---------------------------------|
| F.Y.BCA | Environmental Science & RTI |
| S.Y.BHSc. & S.Y.BCA | Environment Awareness |
| S.Y.BCA | Environmental Science & RTI |
| T.Y.BCA | Introduction To Green Computing |

1. Institute promotes environmental awareness through tree plantation, plastic free campus, village cleanliness, display of signboards in campus etc.
2. The institute has installed 15.36KW solar power plant, solar street lights, and LED bulbs to save the energy and minimize environmental pollution.
3. The institute has taken initiatives to sensitize students on e-waste, solid waste, and liquid waste management.
4. Maximum use of sunlight to reduce consumption of electricity and generation of heat.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 83.52

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 90 | 76 | 75 | 74 | 85 |

| File Description | Document |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Response: 42.86

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 90

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: B. Any 3 of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

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

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 59.68

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 210 | 230 | 274 | 285 | 301 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 330 | 390 | 450 | 510 | 510 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 100

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 100 | 112 | 126 | 117 | 125 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Women’s College of Home Science and BCA, Loni has students from diverse socio economic backgrounds. The intake is from English as well as vernacular mediums. Apart from this there are students from states of Gujarat, Karnataka, Kerala, Andhra Pradesh, Haryana etc. It has created a cosmopolitan structure and school intake. As the students taking admission in the College from various backgrounds their competence levels also vary. Language proficiency, competence, familiarity with technology, subject knowledge and the extent of motivation are a few of the formative factors revealing advanced and slow learners. The learner-levels are assessed at varying stages of the teaching-learning process. At the entry stage, the overall percentage of marks obtained at the qualifying examination, Students’ language proficiency, regularity, attentiveness, participation in class activities, etc. are the indicators.

Learners are also assessed on the basis of their skills and initiative in departmental activities. Students’ performances in the various internal and external evaluations provide another way of determining learner-levels. Based on these indicators, the varying educational needs of the advanced and slow learners are observed.

Special Programs: The College offers equal opportunities to all learners. Moreover, some extra efforts are taken to cater for the special needs of slow learners.

- Advanced learners are encouraged to participate in various programs, seminars, competitions, research project competitions (such as “Avishkar”) organized by the College or by other institutions. Students are encouraged to organize exhibitions, cultural and curricular activities. They are also encouraged to access additional study materials from NLIST and other digital resources apart from the special books available in libraries.
- Slow learners are provided ‘Remedial Coaching’ and ‘Subject-related guidance’ by subject teacher. Class notes, text and reference books for additional reading, downloaded video clips on the subject matter are made available to the students for reference. The institute provides tutorials, additional test, question banks, home assignments and a lot of personal level interaction with teachers to motivate both slow and advanced learners. Computer literacy programme is introduced at the entry level students of FY B. Sc. to improve their competency.
- Students are mentored by their teachers in the course of the continuous Internal Evaluation system. Thus, during the tests, presentations and assignments, students are given personal attention and guidance.

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

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 14

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

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Teaching is most effective when students actively participate in the learning process. Institute consciously encourages student's participation to improve deeper understanding of the subjects.

Experiential Learning:

Experiential learning engages students in critical thinking, problem solving and decision making in contexts that are personally relevant to them. Institute consciously encourages student's participation in field trips and internships. Field trips are arranged for students at Food Industry, IT, agro manufacturing industries and historical places. In these field trips students observe different things and take photographs for further study. These field trips bring students near to environment which helps to bridge gap between theoretical education and real world. These visits are important to gives bridge the gap between knowledge of text book and firsthand experience. Students discussion with industrial personnel gives them opportunity to acquire current and practical knowledge. The Textile Science and Care Department interacts closely with craftsmen and industry offering ample experiential learning opportunities to students. Family Resource Management course serve as a training platform for management of human resources. Communication and Extension education provides students with the learning experiences and professional skills.

Participative Learning:

Faculty of our college act as a facilitator and design different flexible teaching strategies. Participative learning is one of strategies found to be useful in this case. Hands-on training workshops and competitions such as Cake Making, Warli Painting, Calligraphy, Android Programming, Nutritious recipe Competition etc.

- Students of the Department of Food Science and Nutrition intern with hospitals and food companies which provides hands-on experience to them. It increases students' engagement level.
- Nutrition week, Breast feeding week, visit to community is arranged frequently every year for students in which they participate in different activities and express their talent.
- Students are provided Opportunities to participate into different community surveys, collaborate with community organizations, schools and clinics.
- Students are encouraged to participate in group projects, class assignments, peer activities, group

discussions, debates, presentations, role play, brain storming session etc.

- Group discussions in the class rooms facilitate participative learning and help to construct knowledge.

Problem Solving Methodology:

Problem solving sessions are arranged for students. Tasks are given in groups. Teachers use problem solving technique in their teaching. ICT tools are used to give students extended and quality educational material and resources to explore and do their best. Computer Aided materials, computer interfaced experiments, virtual laboratories, google classrooms are some ICT enabled methods used for collaborative learning. Due to use of these tools collaborations among students and teachers become easier. They can communicate and collaborate more effectively and use their potential to solve the problem.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Link for additional information | View Document |

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

If teachers digitally literate and trained to use ICT in teaching learning process, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings and cope up with ongoing technological changes in society. Hence faculties from institute are using ICT at their optimum level. The use of multimedia teaching aids like LCD projectors, classrooms with internet enabled computer/Laptop systems are usually in use in classrooms.

ICT has become integral to the teaching-learning interaction, through such approaches as replacing maximum use of chalkboards with interactive digital whiteboards, using students' own smart phones or other devices for learning during class time.

Through ICT –

- Images can be easily used in teaching and improving the retentive memory of students.
- Teachers can easily explained complex instructions and ensure students comprehension.
- Teachers are able to create interactive classes and make the lessons more enjoyable, which improves student's attendance and concentration.

In our Institute teachers use following ICT tools for effective teaching

ICT tools use for teaching and learning

- Desktop and laptops
- LCD projector

- Printer
- Pen Drive
- Scanners
- Interactive white board
- Mobile phones
- DVDs and CDs
- Digital cameras

- These tools are effectively used by faculty for effective curriculum delivery.

- Effective use of Google classroom.
- Lectures are delivered through power point presentations.
- Online video clips and documentaries are used as additional information.
- Use of e-pathshala and e-shodhsindhu through Inlibnet.
- Attending SWAYAM online courses by students and staff.
- Seminar cum MP hall is equipped with multimedia facilities using ICT tools. Invited talks are conducted in seminar hall using ICT facilities.
- Used as an 'assisting tool' while making assignments, communicating, collecting data and documentation.
- ICT is used independently for the subject.

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process. | View Document |

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

Response: 23.33

2.3.3.1 Number of mentors

Response: 9

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| Mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

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

Response: 100

| File Description | Document |
|--|-------------------------------|
| List of the faculty members authenticated by the Head of HEI | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 16

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 03 | 03 | 02 | 02 | 02 |

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

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

Response: 9.8

2.4.3.1 Total experience of full-time teachers

Response: 147

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

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The Institution ensures students through the induction program which held at the beginning of every academic year. It apprises students and their parents about the evaluation process and the schedule. Teaching plans are prepared and discussed along with the mode of Continuous Internal Evaluation as soon as the session starts. The Exam Committee of the college has recommended a basic structure for the continuous internal assessment of theory and practicals with guidelines by the affiliating body considering students with absenteeism.

Transparent Mechanism of Internal Assessment

- The schedule for the internal assessments are communicated to students and faculty in the beginning and the end semester examinations when it released by the university through institute academic calendar.
- Syllabus for internal assessment is communicated to the students well in advanced.
- Practical are conducted regularly according to carefully planned and properly communicated schedule.
- All prescribed practicals are conducted and the students are given guidance to complete them.
- Any change in evaluation process is communicated to the students and faculty through circulars.
- Term-wise syllabus prescribed by the affiliating university, is completed in each term. The internal examinations are conducted as per the standards established by the university.
- Mark lists of the students are prepared after the evaluation and documented for the further analysis.
- Students are also assessed by the teachers based on their participation in the class. Assessment includes presentations, tests, assignments and projects by students who are mentored by teachers at regular interval with feedback. The community work and survey are assessed by the concern teacher.
- The CEO and the examination committee of the college ensure the smooth and transparent conduct of all the examinations.
- The internal theory and practical examinations are planned and conducted as per the academic calendar and the guidelines laid by affiliating university.

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

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

Response:

- The college strictly follows the guidelines given by the affiliating university while conducting

internals and semester end examinations.

- Exam related grievances of students are addressed at College and University level as per the nature of the grievances.
- Grievances related to the internal assessment are handled by the examination section of the College whereas grievances related to the external assessment are forwarded to the University.
- The college addresses some grievances by taking applications in specimen format and forwards it to the authorities for necessary action.
- The facility for rechecking and re-evaluation of answer sheets is available for the students. Students are free to approach teachers and heads of departments to resolve their queries related to the marks obtained in internal assessment.
- Students and faculty members maintained transparency in the assessment system.
- If the student concerned is not satisfied by the procedure mentioned above, they can meet the Controller of Examination of the College or the Principal.
- Students with any grievance regarding evaluation are not only given clarifications, but on demand, they are provided with photocopies of their answer sheets for cross checking to ensure transparency and grievance Redressal.
- All grievances related to exam are received by the concerned authorities for speedy Redressal.
- All complaints are attended with utmost alacrity and resolved in a short time. The grievances related to University examinations, the time taken depends on the policies of the SPPU.
- The grievance redressal mechanism pertaining to examinations is efficient as all complaints are addressed and resolved within short time span addressed.
- Students can put their examination related queries through the suggestion boxes kept in the college.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The college is permanently affiliated to Savitribai Phule Pune University, Pune and follows the curricula prescribed by the University. The University has prepared objectives and learning outcomes for all the programs and uploaded on the University website. The College has clearly stated learning outcomes of all the programs and courses and displayed on the College website at <http://www.pravarahomesciencebca.org.in>

Following method is used by the college to communicate the learning outcomes

- The University syllabi and Learning Outcomes of all the programs are available in the concern departments for the teachers and the students.

- The University Curricula and Learning Outcomes are also uploaded on the college website for the reference of the students and the teachers.
- The College prospectus also gives a list of programs and courses including program code.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all courses (examples from Glossary) | View Document |
| Paste link for Additional information | View Document |

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

Response:

- The term end results, university exam results are analyzed to evaluate attainment of programme outcomes.
- The courses outcomes are measured through alumni records and their contributions to their employment.
- In addition to this students participate on behalf of their departments in the programs organized by the College.
- Departments also engage in social outreach activities. On these occasions students display their social skills, communication skills, creative skills, leadership skills, spirit of team work, readiness to take responsibility, be accountable, etc.
- Program specific outcomes are measured through both academic and non-academic performances of the students.
- The performance of the students in the internal and external examinations, in the practical's and assignments, participation in class activities, role in departmental activities are some of the means by which program specific outcomes are measured.
- Students participation in different competitions, seminars, conferences, research competitions, are some of the indicators use to measure the learning outcome.
- Their performance within and outside the College in the various academic events provides index of their learning levels.
- Course outcomes are measured through the performance of the students in the class, practical's, internal evaluations and external evaluations.
- Students are measured continuously based on their regularity, their receptiveness, participation in class discussions, their answers to questions asked by the teacher and the overall quality of their conduct.
- Their performance in the internal examinations provides the initial indication of their learning outcome.
- Teachers provide critical inputs to the students on the basis of their performance in internal examinations. Students are helped to improve their performance in the external examinations.

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

2.6.3 Average pass percentage of Students during last five years

Response: 73.14

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 56 | 59 | 52 | 54 | 51 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 59 | 75 | 89 | 74 | 84 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |
| Paste link for the annual report | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 10.87

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0.21 | 00 | 7.31 | 00 | 3.35 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 40

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 01 | 00 | 01 | 00 | 02 |

3.1.2.2 Number of departments offering academic programmes

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02 | 02 | 02 | 02 | 02 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Paste link to funding agency website | View Document |

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 10

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 03 | 02 | 02 | 02 | 01 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.2 Research Publications and Awards

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

Response: 3.33

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 08 | 05 | 05 | 19 | 13 |

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

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

Response: 5.53

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05 | 14 | 16 | 18 | 30 |

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

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

- Every year Institute organizes community awareness programmes like Swachh Bharat Abhiyan, AIDS awareness, Tobacco eradication, Tree plantation and Plastic eradication, Nutrition Week, Breast Feeding Week, Nutrition awareness through role play and lectures, in the neighborhood communities. Through such extension activities, we sensitize the students to develop social values, widespread their responsibilities towards social issues.
- Institute organizes different activities in collaboration with Anganwadi centers, like demonstration of low cost nutritious recipes, hygiene and healthy diet for vulnerable section of rural area to combat malnutrition including active involvement of students.
- The faculty members deliver lectures on different subjects for the benefit of the society in villages with actively involvement of the students. They have been bringing awareness about malnutrition, pregnancy diet, weaning foods, healthy food recipes using locally available resources.
- Faculty members have also given radio talks on important subjects like anemia, balance nutrition, kitchen garden etc on Pravara community radio of KVK, Babhaleshwar, Ahmednagar for the benefit of common peoples.
- Faculty of institute was an advisory member for the project “Science for Women’s Health and

Nutrition” catalyzed and supported by DST, New Delhi which was implemented by KVK, Babhaleshwar, for community development.

- The institute conducts lecture series of social thinkers to provide students an opportunity to shape their values on a number of issues in collaboration with Center of Extra Mural Studies, SPPU, Pune.
- Institute organizes health check up camp and Yoga day to create awareness about physical and mental health of the students.
- Institute organizes program like women self-defense, entrepreneurship development workshop and Nirbhay Kanya Abhiyan for the students in building self-confidence, becoming self-reliant.
- Institute organizes Personality Development workshop, Disaster Management Training Programme in collaboration with Board of Students Development, SPPU, Pune for holistic development of the students.
- Institute organizes workshops on women empowerment, premarital counseling, contraceptive techniques, entrepreneurship development in collaboration with department of lifelong learning and extension, SPPU, Pune
- The Faculty member and students of the Institute also initiated special efforts to spread the awareness about the Hygiene and cleanliness for the Mess worker.
- Institute organized awareness programmes on women rights, cybercrime and IPR. These activities helped the students to understand rights of women, real-life problems and helped them in developing self-confidence.
- The students are very active in the collection of donation, materials, packing of materials. Involvements in such activities imbibe a sense of social responsibility of the students.
- Institute is actively involved in sensitizing students of the neighborhood school /colleges by delivering lectures on importance of nutrition, balance diet, anemia, hygiene, personality development

Overall impact on the Students:

- Developed sense of social responsibility.
- Actively involvement of students in various social issues.
- Improvement of leadership qualities.
- Participation in the nation-building process.
- Sensitivity towards socially and economically backward classes.
- Awareness of latest significant issues.
- Understanding importance of moral, ethical and social values.
- Sensitization of various burning issues like malnutrition, population exploitation, and plastic eradication, cleanliness.

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

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

3.3.3 Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc.) and / or those organised in collaboration with industry, community and NGOs during the last five years.

Response: 128

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 35 | 30 | 21 | 22 | 20 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 88.68

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 185 | 196 | 234 | 265 | 276 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the last five years

Response: 23

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the- job training, research etc year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 12 | 06 | 02 | 01 | 02 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of linkage related Document | View Document |

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

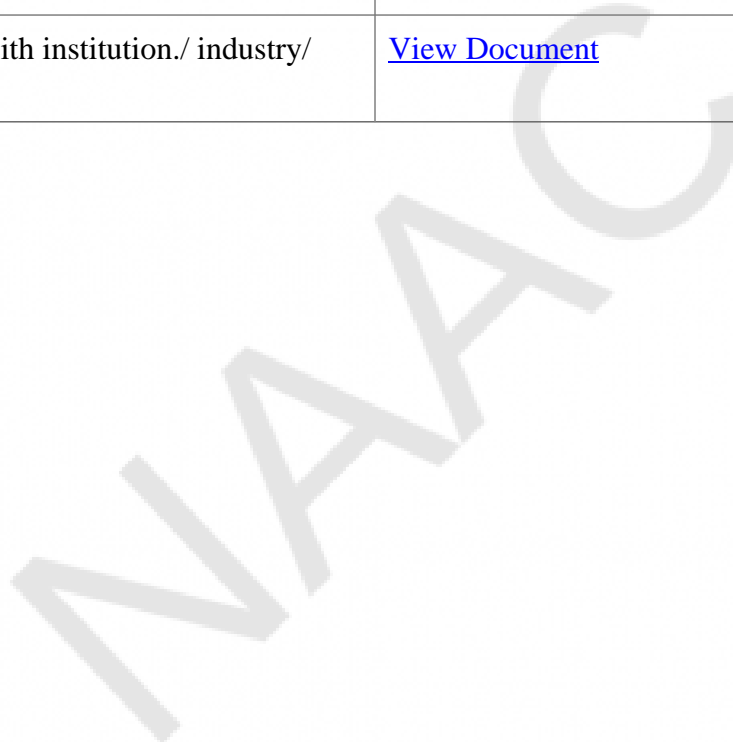
Response: 9

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other

universities, industries, corporate houses etc. year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 05 | 01 | 00 | 01 | 02 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| e-Copies of the MoUs with institution./ industry/ corporate houses | View Document |



Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college has adequate infrastructure facilities and resources for teaching and learning activities. Renovation of infrastructural facilities has been done as per requirement. The campus is spread over 28.38 acres of which institute has occupied 5 hectares of land. A master plan is in place for the campus. The institution runs two undergraduate programs, B.Sc. (HSc.) and BCA. The main building has the facilities of Wi-Fi and internet and has adequate number of classrooms, laboratories, library, administrative office, seminar hall, common room, wash rooms, ramp and separate washroom for physically challenged students are as per statutory and regulatory requirements.

Class Rooms :

The institute has 8 classrooms. Out of 8, 5 classrooms are equipped with ICT tools and Virtual Learning Centre/smart classroom with smart board facilities.

Laboratories :

The Institute has 09 laboratories and meets the requirements for handling the materials intended to use. The laboratory safety plan is in place. The labs have sufficient number of equipment required for practical. All labs have Wi-Fi and are also connected to internet with uninterrupted power backup to cater to power failure situations.

Library :

The central library with printed and electronic resources for the use of staff and students is available. The Central Library with area of 178.86 sq. m, stocks 6142 volumes, 2021 titles, 15 national and international journals, 5 magazines, 139309 E-Books and 6000 E-Journals and other learning resources. The library has the membership of INFLIBINET, internet and other support facilities. To provide easy access of library standard operating procedures are being followed. Apart from the central library, Departmental libraries are also available.

Administration :

The Institute has an administrative block having seven internet connected computers. The “Tally” software is used for efficient accounting.

Common Rooms :

Common room is established for girls with the facilities of wash basin, mirror and beds.

Multipurpose Hall :

The Institute has a multipurpose hall with ICT facility for curricular and extracurricular activities.

The Details of Building Distributions with Dimension

| Sr. No. | Floor | Particulars | Dimension (Sq. m.) |
|---------|--------|--|-----------------------|
| 1 | Ground | Principal Office | 37.29 |
| 2 | Ground | Administrative Office | 69.94 |
| 3 | Ground | Food Science and Nutrition Lab | 93.81 |
| 4 | Ground | Conference Room | 35.77 |
| 5 | Ground | Multipurpose Hall | 213.47 |
| 6 | Ground | Student Development Department | 22.68 |
| 7 | Ground | National Service Scheme Training Placement Cell and Competitive exam guidance cell | 07.35 |
| 8 | Ground | Strong Room | 13.29 |
| 9 | Ground | Toilet for <i>Divyanjan</i> | 04.20 |
| 10 | Ground | Toilet for Ladies Staff | 13.60 |
| 11 | First | BCA HOD Cabin | 22.30 |
| 12 | First | Computer Lab1 | 139.70 |
| 13 | First | Computer Lab2 | 36.68 |
| 14 | First | Class Room-1 | 109.74 |
| 15 | First | Class Room -2 | 36.68 |
| 16 | First | Class Room-3 | 106.61 |
| 17 | First | Research Lab | 124.95 |
| 18 | Second | Computer Lab 3 | 39.47 |
| 19 | Second | Staff Room | 30.42 |
| 20 | Second | Vice- Principals Office | 22.30 |
| 21 | Second | Garment Construction Lab | 86.39 |
| 22 | Second | Applied Science Lab | 92.61 |
| 23 | Second | Class Room 4 | 85.39 |
| 24 | Second | Class Room-5 | 79.60 |
| 25 | Second | Family Resource Management Lab | 38.69 |
| 26 | Second | Class Room-6 | 72.78 |
| 27 | Second | Human Development Lab | 32.98 |
| 28 | Third | Library | 178.86 |
| 29 | Third | VLC cum Smart class room | 129.04 |
| 30 | Third | Common Facilities | 86.39 |
| 31 | Third | Class Room-7 | 88.72 |
| 32 | Third | Class Room -8 | 126.40 |
| 33 | Third | Toilet for students | 22.30 |

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

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

Response:

The institute has adequate space and facilities for sports and cultural activities. It has separate sports office, indoor and outdoor facilities for sports.

Sports:-

The institute has a sports office established in 1997. The institute has provided adequate infrastructure to the sports. The institution has been participating in various inter collegiate, inter group, inter university, Ashvamedh/Krida Mahotsav, Pravara Krida Mahostav, "fun run for health" Mini Marathon and open tournaments. Institute provides **indoor and outdoor games** facilities to students.

Outdoor Games Facilities:

The Sport department has a multipurpose play ground having area 2 hec.11r. Students use this play ground for Basket Ball, Hand Ball, Kabaddi, Kho Kho Volley Ball and Foot Ball. Institution is physical director has given training to students for various games and encouraged them for participation at Intercollegiate, University, state, national, Open and Festival tournaments.

| Sr. No. | Name of the Ground | No. | Sq. m. |
|---------|--------------------|-----|---------|
| 1 | Basket Ball | 1 | 5487.6 |
| 2 | Hand Ball | 1 | 8608 |
| 3 | Kabaddi | 2 | 2065.92 |
| 4 | Kho-Kho | 2 | 9296.64 |
| 5 | Volley Ball | 2 | 3486.24 |
| 6 | Foot Ball | 1 | 73437 |

Indoor Game Facilities:-

The institute has indoor stadium with seating capacity of 300 audiences. Total built up area of indoor hall is 2359 Sq. m. The indoor stadium has facilities for Badminton, Kabaddi, Table Tennis, Carom and Chess. A separate area is earmarked for Yoga Activities.

| Sr. No. | Name of the Ground | No. | Sq. m. |
|---------|--------------------|-----|---------|
| 1 | Badminton | 2 | 1759.04 |
| 2 | Kabaddi | 1 | 1032.96 |

Facilities on the campus :

Gymnasium:

Gymnasium hall with eight stations multi gym, dumbbells, and weight lifting set etc. Total built up area is 312.90 Sq. m.

Swimming Pool :

- Swimming pool is 25 x 13 Meters and Depth diving side 8.5 feet, middle side 6 feet and shallow water side 3.5 feet, length having 6 lanes including filtration plant. Total built up area 1089.21 Square meters.

| Sr. No. | Name of the Ground | No. | Sq. m. |
|---------|--------------------|-----|---------|
| 1 | Foot Ball | 1 | 73,437 |
| 2 | Cricket | 1 | 591.8 |
| 3 | Swimming Pool | 1 | 1089.21 |
| 4 | Running Track | 1 | 4304 |
| | A) Shot Put | 1 | 29.59 |
| | B) Discuss Throw | 1 | 13.45 |
| | C) Javelin Throw | 1 | 645.6 |
| | D) Long Jump Pitch | 1 | 266.31 |

Yoga :

Yoga is conducted in indoor/multipurpose hall.

Cultural Activities:

Every year the institute organizes Annual Function. Students' participation is encouraged in cultural activities. The Students also participate in "Ek Gaon Ek Ganpati" a mega cultural program organized by PRES and the competitions organized by the university. Pt. Jawaharlal Nehru Lalit Kala Academy is established in the campus to provide opportunities to learn Harmonium, Tablas and music for students and staff.

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

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

Response: 70

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 07

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Paste link for additional information | View Document |

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

Response: 11.65

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 20.01 | 1.06 | 0.43 | 4.09 | 38.91 |

| File Description | Document |
|--|-------------------------------|
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

4.2 Library as a Learning Resource

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

Response:

The central library is essential integral components which serve the educational objectives of the institute that aid the faculty in the work and assist the student in their course. It was established in 1997 with collection of 200 books and 5 periodicals in a small room. Now, it has an area of 178.86 Sq. m. The central library is located on the 3rd floor of the college. The library collection includes more than 6,142 books, 2021 titles, 15 national and international journals, 5 magazines, 392 CD/DVD's, and 168 back volumes

of Periodicals .During the last five years 2606 books were purchased. The collection of books include covering a wide range of subjects from computer application, English literature, Marathi Literature, Nutrition, Textile, Home Management, Child Development, Competitive examination, Computer etc. The library has two spacious reading sections, first is for students with capacity 50+ and another is for staff with capacity 10+. The Library is partially automated with library management software KOHA. The various activities of library such as data entry, issue and return, User entry etc. are done through the software. The OPAC service is also provided where the users can search the collection of books by Title, author, publishers, keywords etc. The books are being bar-coded and users are given the unique barcode id. Apart from the printed books the library has an access to e- resources of N-LIST (INFLIBINET), where the users can browse and download e-book, e-journal, and databases. The new books are kept for one week on display stand. User orientation is provided at the beginning of year regarding the various facilities, services and resources available in the library. The library is provides reprographic service and internet service for four systems with 50 Mbps. The library provides with Wi-Fi facility. A library portal is designed on college website (<http://www.pravarahomesciencebca.org.in/Library.html>) for accession of library information. Following table shows the information regarding ILMS software

| Sr.No. | Name of the ILMS Software | Nature of automation (Fully or Partially) | Version | Year of automation |
|--------|---------------------------|---|--|--------------------|
| 1 | Vridhhi | Partially | Version 2.0 Build 234.2 (Full Version) | 2014-16 |
| 2 | KOHA | Partially | version 16.5 | 2016-till date |

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

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response: 0.95

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0.60 | 0.93 | 1.11 | 1.20 | 0.90 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

Response: 8.89

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

Response: 20

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The Institute has provided adequate IT facilities in the campus.
- Every department is provided adequate number of computers with Wi-Fi facility. The required software and its up gradation are ensured from time to time.
- Technical assistant and hardware engineer are available for regular maintenance.
- Up gradation is carried out time to time depending on changes in syllabi and technology.
- The institute has always been reviewing the current needs and accordingly the internet bandwidth is upgraded from time to time
- Institute has upgraded the 10 Mbps Leased Line Internet connectivity to 50 Mbps Leased Line over RF
- Updating of IT facilities is a continuous process.
- The college website is monitored and updated from time to time by the BCA department.
- The computers and printers of Administrative block and Computer Lab are connected in LAN.
- The institute has a facility of smart classroom for effective teaching learning process

| Sr. No. | Particulars | Up to 2014 | In 2019 | Specification |
|---------|-------------------|----------------------|----------------------|--|
| 1 | Desktop Computers | 84 | 99 10(Loan Basis) | HCL-20 HP-50 Acer-38 DELL-01 |
| 2 | Campus Network | LAN | LAN, Wi-Fi | Wi-Fi: DIGISOL Calling Wireless AP Router Model No:DG.WM2003SIE (Transfer Speed 50 Mbps with Frequency 2.4 GHz.) |
| 3 | Internet Facility | Available 10 Mbps | Available | 50 Mbps |
| 4 | Projectors | 05 | 08 | 1- LCD Projector Sony Model No ES5 |

| | | | | |
|----|----------------------------|-----|--------------------------------|---|
| | | | | 2-LCD Projector Sony Make VPL with screen |
| | | | | 3) SONY VPL-DX147 (No.3) |
| | | | | 4)SONY |
| 5 | ICT enabled classrooms | 02 | 05 | Hall No 1: Projector, Screen, LAN, Wi-Fi Hall No 3: Projector, Wi-Fi Hall No 4: Projector, Screen, LAN, Wi-Fi Hall No 5: Projector, Wi-Fi Hall No 8: Projector, Wi-Fi |
| 6 | Smart boards and Projector | Nil | 01-Screen 01 -Projector Set | 1-Egress Fx. 82 interactive Smart Class room Board Code 8471 2-Smart Class room board Fx 82 interactive Board 3-Sony Projector Ultra shot throw and Wall mount stands for interactive board and projector stands |
| 7 | Printers | 05 | 08 | 1) Canon LBP 2900 B(No 7) 2) HP 1010 (Laser Jet) (No 1) |
| | Printers with scanners | 03 | 05 | All In One Hp M1005(No 3) Hp Ink Tank 319 Color Printer 02 |
| 9 | Xerox | 01 | 02 | Canon iR2318L Canon Image RUNNER 2006N |
| 10 | CCTV | 01 | 11 | Alhua Make Dome |

| | | | | |
|---------------------------------------|--------|---|-------------------------------|-----------|
| 11 | LED TV | - | 01 | Panasonic |
| File Description | | | Document | |
| Upload any additional information | | | View Document | |
| Paste link for additional information | | | View Document | |

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

Response: 2.53

| | | | | |
|-----------------------------------|--|--|-------------------------------|--|
| File Description | | | Document | |
| Upload any additional information | | | View Document | |
| Student – computer ratio | | | View Document | |

4.3.3 Bandwidth of internet connection in the Institution

E. < 05 MBPS

D. 05 MBPS – 10 MBPS

C. 10 MBPS – 30 MBPS

B. 30 MBPS – 50 MBPS

Response: A. 750 MBPS

| | | | | |
|--|--|--|-------------------------------|--|
| File Description | | | Document | |
| Upload any additional Information | | | View Document | |
| Details of available bandwidth of internet connection in the Institution | | | View Document | |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 75.52

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 53.68 | 48.69 | 73.38 | 114.32 | 78.77 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Audited statements of accounts | View Document |

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

Response:

The Institute follows standard systems, policies and procedures to maintain infra-structural facilities.

- The maintenance and development of the campus is under taken with the help of the local staff.
- The Principal, on the basis of the perspective development plan, proposes the infrastructural augmentation needs to the concerned authorities.
- Head of the institution or Principal forward the estimated cost of maintenance to management.
- The management approves and allocates the funds. An effective monitoring system through various committees ensures the optimal utilization of budget allocated.
- The institution has College Maintenance Committee for the campus. As maintenance is a part of monthly expenditure, a separate fund is not allocated.
- Maintenance of the laboratory is under the observation of Head of the Department Dead stock Registers are maintained and updated regularly. Dead Stock verification and inspection are carried out at the end of the academic year by head of the institution.
- Institute has well developed library. It has an advisory committee which gives suggestions regarding updation. The requirement and list of books is taken from the concerned departments and HODs are involved in the process. The finalized list of required books is signed by the Principal and demands towards PRES. The proper account of visitors (students and staff) on daily basis is maintained. The library is provided LAN facility for the computers and they are loaded with the library software
- Institute has a Physical Director for conducting sports activity and observed maintenance of all indoor and outdoor sports with the help of civil department of the campus.
- The physical facilities including Laboratories, Classrooms and Computers etc. are provided for the students those who are admitted in the college.
- The college has adequate number of the computers with internet connections and the utility

software's distributed in different locales like office, laboratories, library etc.

- The central computer laboratory connected in LAN is open for the students.
- The office computers are also connected through the LAN for making work easier and systematic
- The classrooms boards and furniture facilities are utilized regularly by the students. The maintenance and the cleaning of the classrooms and laboratories are done with the efforts of non-teaching staff under observation of Head of the Department.
- The departmental staffs use computer system with internet.
- New requirement of computers is processed by respective departments and administrative office. The Institute has a technical assistant for maintaining all computers and peripherals. Major problems are handled by PRES hardware engineer. Outdated and non repairable computers are inspected by IT department of PRES and collect it for further process.
- The maintenance of Inverter and Generator is regularly done by Campus Electrical persons.
- The Institute has security system to maintain discipline and safety, supervised by Security Head.
- The college website has maintained regularly by BCA Department staff.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 17.05

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 39 | 37 | 37 | 48 | 61 |

| File Description | Document |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarship | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 7.08

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 21 | 25 | 05 | 21 | 16 |

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

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

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

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

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

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance

- 3. Mechanisms for submission of online/offline students' grievances**
4. Timely redressal of the grievances through appropriate committees

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

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

Response: 13.75

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 25 | 10 | 03 | 05 | 05 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Self attested list of students placed | View Document |
| Institutional data in prescribed format | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 154.84

5.2.2.1 Number of outgoing student progression to higher education during last five years.

Response: 96

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

5.3 Student Participation and Activities

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

during the last five years.

Response: 47

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 11 | 19 | 06 | 07 | 04 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Under the provisions of section 40(2)(b) of the Maharashtra Universities Act, 1994, the college constitutes Student Council in every academic year. After the commencement of every academic year, the college Student Council is constituted as per the rules and regulations laid down by affiliating Universities.

Student Council helps in the planning of academic, administrative, co-curricular and extra-curricular activities under the guidance of the respective committee chairman and staff in-charges throughout the year.

Class Representatives (CR) are selected based upon their previous year's academic performances from each class.

Objectives and functions of Students Council:

- To promote all-round development (academic, professional and personal) of students by involving them in various co-curricular and extra-curricular activities.
- To promote an obliging culture amongst the students and to develop their leadership abilities, the special drives such as fund raising, disaster management and event management etc.
- To help in maintaining discipline and healthy environment on the college campus.

Various academic and administrative bodies that have student representative on them include.

- **Student Council** : Students and their representatives are involved in curricular activities like organization of educational tours, field visits, Seminars, Workshop, Demonstration, Group Discussion etc.
 - **IQAC**: The student representative in the IQAC provides an important input in the planning, development and quality sustenance of the institute.
 - **Anti-ragging Committee**: Suggestions from the student representatives in the committee helps in implementation of preventive measures.
 - **Internal Complaint Committee(Prevention of Sexual Harassment Committee)**: Suggestion from the student representative in the committee helps in implementation of preventive measures.
 - **Grievance and Redressal Committee**: Issues related to academics, library, infrastructure, sports etc. are discussed and resolved.
 - **Cultural Committee**
- The Annual festival is organized every year by the students. The funds for the same are raised by the students and over the year they have created excellence in fashion shows, solo and group dances, mimicry, role play and one act play.
 - **Out-station events**: Students enthusiastically participate in festivals of institutes in other cities such as Ms. Aishwarya Hemant Zadbuke participated in AIU national youth festival held at Punjab University, Chadigarh, Punjab. Ms. Rekhita Anil Wagh participated in National Integration camp organized by NSS and Ministry of Youth Affairs held at Bundelkhand University, Raibarely, Uttarpradesh, Ms. Uma Shivaji Khare participated in the NSS West Zone Pre Republic day parade camp at Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Parade Commandant of NSS 26th January 2019 at Azad Maidan, Mumbai and actively participated in Avhaan held at SRTMU, Nanded.
 - Earn and learn scheme
 - Library Advisory Committee
 - NSS
 - Gymkhana
 - Hostel Committee
 - Trip and Field Visit committee

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

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

Response: 25.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 30 | 32 | 16 | 30 | 18 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

- Alumni Association established on 16th Sept 2012 (Mah/588/06/Ahmednagar) under the Registration Act, 1860 and it is well established and active.
- The Alumni Association creates emotional and psychological bonding among the Alumni and Current student to bring together like minded individuals.
- The alumni meet organized once in year by the association that provides a platform to share their experience, technical knowledge and their best practices which has encouraged and motivated to the student of the institute.
- The former students share their professional experiences with the students which enables them to gear up with the competitive world.
- Alumni play an important role in the development of institution in terms of financial and non-financial support.
- The Institute has a facebook page and Special WhatsApp group of each department to connecting their alumni.
- Our Home Science Alumni Ms. Shruti Bang conducted one day Workshop on Cake Making and Icing for enhancing professional skill among the students and women.
- **Pravara Alumni Relations Cell** <https://alumni.pravara.in>

Our eminent aluminize as follows

| Sr.No. | Name of the Alumni | Designation | Contact no. / Email-ID | City | Department |
|--------|----------------------------|----------------|------------------------|------------|------------|
| 1. | Shinde Pranjali Pralhadrao | NET Programmer | 12154601552 | New Jersey | BCA |

| | | | | | |
|----|----------------------------------|------------------------------|---|--|----------------------|
| 2 | Shekhon Gurupreetkaur Surjitsing | Entrepreneur | | Yoga Center in New Jersey +201-290-1291 | BCA |
| 3 | Kanherkar Poonam Deepak | Proprietor | 9545064555 | own School Pune | B.Sc. (Home Science) |
| 4 | Joshi Shweta Umesh | Senior Associate | 9986677884 shwetapathak@yahoo.com | Cognizant, Bangalore | BCA |
| 5 | Gholap Sonal Balasaheb | Technical and Content Writer | 9538815221 | Profectus solutions inc., Bangalore | BCA |
| 6 | Vaidya Asha Sopan | Software Tester | 9881824086 | Credible Soft Technology Solutions, Chennai | BCA |
| 7 | Korade Rupali Jagannath | Asst. Professor | 9763236169 rupalikorade12@gmail.com | Home Science College, Loni | B.Sc. (Home Science) |
| 8 | Kalshetty Laxmi Balu | Dietitian | 9860056995 laxmikalshetty2@gmail.com | SHALBY Hospital Wasad, Gujrat | B.Sc. (Home Science) |
| 9 | Wandhekar Anuradha Gajanan | Subject Matter Specialist | 9422692261 wandhekar.anu@gmail.com | KVK Babhaleshwar | B.Sc. (Home Science) |
| 10 | Thorat Supriya Sitaram | Software Tester | 9527297120 thorat.supriya3@gmail.com | Infosys, Pune | BCA |
| 11 | Doshi Sheeba Suresh | Team Leader | 9922547399 | Cognizant, Pune | |

| | | | | | |
|----|--------------------------------|----------------------|--|---|----------------------|
| | | | sheebadoshi27@gmail.com | | BCA |
| 12 | Gadiya Reshma Rajendra | Software Engg. | 8087296360 reshma10_gadiya@rediffmail.com | Cognizant, Pune | BCA |
| 13 | Gore Kavita Bhausahab | Social Worker | 9834589425 | St. Catherine of siena School, Mumbai | B.Sc. (Home Science) |
| 14 | Trimbak Dipali Maruti | Web Developer | 9960926758 dipa.dt@gmail.com | Syntel, Pune | BCA |
| 15 | Jondhale Anjali | Project Leader | 8793263805 jondhaleanjali@gmail.com | Syntel, Pune | BCA |
| 16 | Vidhate Sunita Uttam | Dietitian | 9028268629 sunitasona27@gmail.com | Bharati Hospital Pune | B.Sc. (Home Science) |
| 17 | Pathan Shajiya Gulabkhan | Associate Analyst | 9881075829 pathanshajiya@gmail.com | All state Insurance India, Pune | BCA |
| 18 | Dr. Deshmukh Sheetal Omprakash | Associate Professor | 8484070109 Ssdeshmukh84@gmail.com | JSPM, Pune | BCA |
| 19 | Shende Tejeshri Laxmichandra | Director | 9975235315 | E & G Innovative Education | B.Sc. (Home Science) |
| 20 | Kadam Sarojani Sopanrao | Proprietor | 9404327857 samruddhiagro@gmail.com | Samruddhi Agro Group Pravara | B.Sc. (Home Science) |
| 21 | Jadhav Archana Appasaheb | Dietitian | 9890964017 jarchana37@gmail.com | Easy Sliming and Health Care Centre, Ahmednagar | B.Sc. (Home Science) |
| 22 | Gadage Dipali Sukhadevo | Anganwadi-Supervisor | 9975300512 | ICDS, Akole | B.Sc. (Home Science) |

| | | | | | |
|----|----------------------------|--------------------------|---|------------------------------|-------------------------|
| 23 | Rahinj Nisha Sukhadeo | Anganwadi- Supervisor | 9766127160 nisharansinghi@gm ail.com | ICDS Takali Dhokeshwar | B.Sc. (Home Science) |
| 24 | Gadekar Ashwini Sitaram | Dietitian | 9145142449 gadekarashu2013@ gmail.com | Civil Hospital Ahmednagar | B.Sc. (Home Science) |
| 25 | Vikhe Yogita Dyaneshwar | Clerk-Govt. | 8275820837 yogitakhule9730@g mail.com | Ahmednagar | B.Sc. (Home Science) |

| File Description | Document |
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| Paste link for additional information | View Document |

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

E. <1 Lakhs

D. 1 Lakhs - 3 Lakhs

C. 3 Lakhs - 4 Lakhs

B. 4 Lakhs - 5 Lakhs

Response: C. 3 Lakhs - 4 Lakhs

| File Description | Document |
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Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Women's College of Home Science and BCA, Loni is governed by College Development Committee (CDC). It plans policies and executes developmental activities in the college by setting values and participative decision making process; it thrives to achieve the vision and mission of the college. The CDC, the Principal, IQAC and the faculties play determining role in designing and implementation of its quality policies in teaching, learning, research and extension activities for the empowerment and upliftment of rural woman. The formal arrangements are made in the institution to coordinate the academic and administrative planning and implementation. The involvement of the leadership is clear in ensuring the policy statements and action plans for the fulfillment of the mission.

Vision:

“Empower women by providing equal opportunities in socio economic, cultural and global employment market through quality education”

Mission Statement:

“II ???? ?? ?????????? II”

“Lead me from darkness of ignorance to light of knowledge”

Mission:

- To strengthen the women physically, psychologically, socially and economically to become responsible individual through proper education.
- To develop skills in student having potential to be used as a means of self employment.
- To integrate learning across diverse domains and form linkages with other academic subjects of human ecology and informative communication technologies.

Women's College of Home Science and BCA is established in 1996-97 to cater the needs of girl students in rural area. Amazed by the development in Loni, Dr. A. P. J. Abdul Kalam bestowed “LONI-PURA” (Providing Urban amenities to Rural Area) as a role model for rural development. This appreciation itself is a testimonial for the vision and mission of the college.

The institutional distinctive characteristics in terms of need of the society are as follows:

- To achieve academic excellence in education for women in rural area.
- To provide educational avenues to needy and economically weaker girl students.
- To inculcate value based education to empower the girl students for development of the nation.
- To achieve socio- economic and cultural transformation through education.

Vision and mission of the institute are well in tune with the objectives of higher education. It reflected through the following programmes and activities:

- Promotion of research through participation of faculties in National, International seminar, conferences by providing financial assistance.
- Extracurricular activities are organized for the personality development of the students.
- Health checks up camps are organized every year for new entrants.
- Community services are provided through streams of Home Science.
- Students have provided Career development through competitive examination guidance center and skill development courses.
- Supportive placement cell
- Earn and learn scheme to strengthen student's financial position.
- Giving firsthand experience by providing direct exposure at field.

| File Description | Document |
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6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

- Institute has a mechanism for allotting authority and providing equipped autonomy to all functionaries to work towards decentralized governance system.
- The IQAC is authorized by CDC and principal to take decisions related to curricular, Co-curricular and extra-curricular activities.
- This has resulted strengthening the IQAC, Principal, Vice Principal, Head of Departments and Faculties for taking autonomous decisions at their level for achieving the set goals.
- The Departments organize various workshops and Seminars at State and National levels, and appointed as coordinator and convener for above activities like seminar/workshop. They give authority to conduct industrial tours and to tie up with industry expert.
- For the effective implementation of quality policy and to achieve the goals and objectives of the institute, various committees are constituted like Library advisory committee, Research Committee, NSS advisory committee, Student Development Cell, Sports(Gymkhana) committee, Anti-ragging committee, Grievance Redressal Cell, ICC, RTI, etc.
- The Principal, Vice principal, Head of the departments and faculty members are involved in framing guidelines, rules and regulations which are relevant to admission, discipline, grievances, counseling, training, placement and students development.
- Principal as a head of the institution regularly conducts staff meetings and in coordination with IQAC, design the policy and organization of various academic and administrative plans for successful execution. The administrative staff is also entrusted with responsibilities.
- Through the discussions in the meetings, valuable suggestions are set to implement for the growth of the institution and also review to monitor the progress to take necessary decision.
- The Principal, being head of the institute takes various responsibilities like academic, administrative, financial etc. for smooth functioning of the institution.
- The Management has participatory role in the encouragement and sustainable development of the

faculty and students by involving stakeholders for the efficient and effective running of the college.

Case study:

Student Development Committee [SDC]

- **Role:** To give maximum benefits to the students through various welfare activities
- **SDC hierarchy** – This committee review the condition that contribute to the academic success, personality development and well being of students, including available forms of financial aid.
- **Activities conducted by SDC:**

In the academic year 2016-17, a separate student development committee was formed by the principal as per the norms of SPPU, Pune. This committee had given some responsibilities:

- Regular submission of anti ragging report
- Publication of college Magazine (*Antarang*) every year
- Execution of Earn and Learn Scheme
- *Organizing Nirbhay Kanya Abhiyaan*
- Conducting various workshops
- Various programmes suggested by SPPU, Pune

Outcome: This committee conducts meeting in the commencement of every academic year to discuss the issues related to students for planning the whole year programme. Thus the vision mission statements will be considered by the all activities.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The IQAC made Perspective Plan 2014-2019 in April 2014 for the development of academic administrative and infrastructural facilities and approval was taken from LMC (CDC) and PRES management to strengthen under graduate education and research. While preparing the perspective plan, the IQAC has considered following:

1. I cycle NAAC Peer Team recommendations
2. Vision and Mission Statement of College.
3. Quality Policy of the College
4. Inputs from the stakeholders
- 5) Societal expectations from the college

Aspects included in perspective plan

- Introduce post graduate degree programs and research programs
- Promote the faculty members to participate in curriculum design and review at university level
- Conduct academic and other quality related audits
- Establish the well-structured feedback mechanism on curriculum
- Introduce skill development courses and value added courses
- Promotion of ICT based teaching learning pedagogy by the faculties
- Initiate student centric teaching methods
- Organization the National/State level seminars and workshops on various interdisciplinary topics
- Increase active participation of faculty in conferences and seminars
- Increase participation of students in research through field projects presenting research papers in seminars, conferences, workshop etc
- Conduct community outreach program
- Provide ICT enabled facility to the students and the staff
- Conduction of soft skill development programs for students
- Organization study tours, industrial visits, field visits
- Strengthen the career counseling and competitive examination guidance center
- Motivation to staff to attend the faculty development programs
- Conduction the external and internal audits regularly and periodically
- Installation of grid solar power generation system
- Drip irrigated system for garden

At the end of every year a review is taken about implementation of aspects of perspective plan.

One of the example of activity successfully implemented based on perspective plan is as follows-

Upgradation in ICT enabled facility to the students and the staff

| Sr. No. | Particulars | Up to 2014 | In 2019 | Specificat |
|---------|-------------------|------------|----------------------|---|
| 1 | Desktop Computers | 84 | 99 10(Loan Basis) | HCL-20 HP-50 Acer-38 DELL-0 Wi-Fi: |
| 2 | Campus Network | LAN | LAN, Wi-Fi | DIGISOL Calling Wir Model No:DG.W (Transfer Speed 50 Mbps wit 50 Mbp |
| 3 | Internet Facility | Available | Available | |

| | | | | |
|----|----------------------------|---------|--------------------------------|--|
| | | 10 Mbps | | |
| 4 | Projectors | 05 | 08 | 1- LCD Projector Sony 2-LCD Projector Sony Ma 3) SONY VPL-DX147 4)SONY 1. |
| 5 | ICT enabled classrooms | 02 | 05 | Hall No 1: Projector, Sc Hall No 3: Project Hall No Projector, Screen, I Hall No Projector, V Hall No Projector, V |
| 6 | Smart boards and Projector | Nil | 01-Screen 01 -Projector Set | 1-Egress Fx. 82 interactive Smart 8471 2-Smart Class room board F 3-Sony Projector Ultra shot throw interactive board and p |
| 7 | Printers | 05 | 08 | 1) Canon LBP 29 2) HP 1010 (Laser |
| | Printers with scanners | 03 | 05 | All In One Hp M Hp Ink Tank 319 Co |
| 9 | Xerox | 01 | 02 | Canon iR23 Canon Image RUN |
| 10 | CCTV | 01 | 11 | Alhua Make |
| 11 | LED TV | - | 01 | Panason |

| File Description | Document |
|--|-------------------------------|
| Strategic Plan and deployment documents on the website | View Document |
| Paste link for additional information | View Document |

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

Response:

The college is affiliated to Savitribai Phule Pune University, Pune and is governed by Pravara Rural Education Society, Pravaranagar.

1. The apex body of the college is College Development Committee.

2. The principal and IQAC look after the overall administration of the college and assisted by Vice principal, HODs, administrative staff.

Administrative setup-

- The institute has a well developed decision making process of governance and administration by CDC and IQAC to organize the structure of the college.
- IQAC follows the suggestions and feedback obtained from stakeholders as the major inputs while preparing the perspective plan.
- There is strong coordination and team work among the CDC, Principal, faculties and stakeholders.

Functions of various bodies-

- The principal has supportive and important role in the college development while vice principal, Head of the departments and in-charge of various committees are working together for smooth functioning of the college.
- Various functional committees including College Development Committee (CDC) conduct regular meetings to resolve the issues.

Service Rules-

- The institution strictly follows the service rules laid by UGC, government of Maharashtra, Affiliating University and Pravara Rural Education Society.

Procedures for recruitment-

- Permanent posts (Grantable) are recruited as per policies of government of Maharashtra's and UGC
- Temporary posts (Non grantable) are recruited as per policies of Pravara Rural Education Society.

Procedures for promotion-

- The promotion is allotted as per the norms Affiliating University, UGC, New Delhi and Government of Maharashtra.

Grievance Redressal mechanism -

- Grievance Redressal mechanism ensures the conflict free environment through promoting friendly relationship among students and faculties.
- The Head of Departments deal with local grievances within their department, unless found serious enough to refer to the higher authority.
- The students, teaching and non-teaching staff freely approach to the Principal
- Suggestion boxes are placed at prominent places in the college and hostel premises.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |
| Paste link for additional information | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

- The legal heirs of deceased members are employed under the scheme of compassion.
- The institute provides residential quarters for the teaching and the non-teaching staff on the

campus.

- Providing Seed Money for research projects and paper presentation in seminar.
- Educational loan facility.
- Medical Reimbursement: The faculty members receive the medical expenses incurred from the state government. Such proposals are forwarded through the college.
- Group Insurance and Accidental insurance for faculty and non-teaching staff at Pravara rural education society's level.
- Employee Provident Fund Scheme and DCPS.
- Loan facility is available from Pravara Rural Education Society Employees Cooperative Credit Society for teaching and non teaching staff Ordinary Loan, Emergency Loan, Housing construction loan, housing maintenance Loan, *kanyadan yojana* and felicitation of staff wards in annual general meeting
- Provision of advanced payment of salary to the non teaching staff on the occasion of festival.
- The college provides free parking facility to the stakeholders.
- The institute allocates various types of leaves: such as casual, sick or medical leave, Maternity leave, Paternity leave, Duty leave and Earn leave for staff are given as and when requested.
- Pollution free green and clean campus
- Educational facilities for employees wards.

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

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

Response: 46.67

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 03 | 07 | 10 | 09 | 06 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.3 Average number of professional development /administrative training programs organized by

the institution for teaching and non teaching staff during the last five years

Response: 1.4

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 04 | 01 | 01 | 00 | 01 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

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

Response: 12

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 01 | 03 | 02 | 02 | 01 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Appraisal System for teaching :

API Forms: Academic Performance Indicator (API) of each staff has been validated by IQAC according

to the prescribed norms of the UGC. The API is filled in by the staff, verified by the HOD and submitted to IQAC. As and when the staff member is eligible for Career Advancement Scheme and fulfils all prescribed conditions, the IQAC recommends the case to the University through the Principal. Performance Based Appraisal System (PBAS) forms are screened for such staff members and validated by the IQAC. The subsequent promotion is through a procedure of verification of scores, recommendation by the management and Personal interviews by a panel constituted as per University norms. The committee forwards the case to the Joint Director, Higher Education, Government of Maharashtra for Pay and Grade Fixation.

Evaluation by students - The college collects structural feedback from students on teacher's performance at the end of every term for further improvement and implementation.

Appraisal System for non-teaching:

Confidential Reports: Confidential report of Non teaching staff are submitted by head of the administrative department to the Principal for the necessary action.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit:

The management of the institute has appointed an internal auditor to detect and rectify the errors at the earliest and devise effective control system to prevent their occurrence. Suggestions of the internal auditor to improve the accounting financial system are incorporated. Internal audit is done on periodical basis.

Observations made by the auditor are submitted to the management.

External Audit: The Administrative Audit is carried out by Kadam and Kadam Company, Ahmednagar.

Government Audit- It is conducted by the Administrative Officer, Senior Auditor (Higher Education Pune Region, Pune) and Accountant General, Mumbai.

Dates of Administrative Audit are conducted by the college during the last five years

| Year | Internal audit | External |
|---------|----------------------------------|----------|
| 2018-19 | June, September, December, March | 25/0 |
| 2017-18 | June, September, December, March | 25/0 |
| 2016-17 | June, September, December, March | 22/0 |
| 2015-16 | June, September, December, March | 25/0 |
| 2014-15 | June, September, December, March | 08/0 |

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

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | View Document |
| Any additional information | View Document |

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

Response:

The college is affiliated to Savitribai Phule Pune University, Pune (2016-17) and previously S.N.D.T. Women's University, Mumbai following the rules and regulations laid down by the government of Maharashtra. The college receives the fund from UGC, BCUD/BOD, MSCW and other funding agencies for academic and infrastructural development. Apart from this the college mobilizes funds through alumni contribution, individuals and self finance courses.

The institutional accountant maintains all records of accounts. Internal and External audits are carried every year. The requirements of departments are collected in the office budget which is presented to PRES for approval.

Major sources of institutional funding are UGC, MSCW, BCUD/ BOD of SPPU, Pune, Student welfare and Sport department of SPPU, Pune and SNDT Women's University, Mumbai. The institute organizes seminars, workshops and different activities like Regional Youth Festival, different sport tournaments and competitions

The financial sources of the college are:

- Salary grant is received from Government of Maharashtra
- The Budgetary resources of the collage include Plan and non-plan grants received from UGC.
- Grants received from MSCW, Mumbai and SPPU, Pune under the Quality Improvement Programs (QIP) for carrying out various academic programs like seminars, workshops and expert lecture series.
- Grants received from SPPU, Pune (Board of Students' Development) for implementing the Earn & Learn Scheme and for conducting different workshops .
- Grant received from UGC for Research Project.
- EBC and BC scholarship grants are received from Government of Maharashtra

Optimum utilization of financial resources:

Following system is adopted by the college for the optimal utilization of resources;

- The College invites requirements from all Departments and accordingly prepares the budgetary plan.
- Purchase Committee of society works on the details of the budgetary plan.
- The account section of society sanction the budget by considering financial resources and needs of the departments and presents it to the Principal and Local Management Committee/CDC.
- LMC/CDC and Pravara Rural Education Society approves it.
- The Utilization of the sanctioned budget is monitored by IQAC and Pravara Rural Education Society.
- Audit department of Pravara Rural Education Society monitors entire business of financial permission and its appropriate utilization.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC was Constituted in 2012 for quality assurance, enhancement, upgradation, assessment and accreditation through strategic plan of various academic and administrative activities.

The major roles and responsibilities of IQAC are.

- Curricular development
- Gradual increase in ICT based teaching learning process.
- Documentation of various activities leading towards improvement.
- Strengthening student –teacher relation through mentor – mentee schemes.
- ATR on feedback from students, parents and alumni as different parameters.
- Preparation and submission AQAR to NAAC.
- Conducting different audits for quality benchmarks.
- The two examples of practices institutionalized as result of IQAC initiatives.

1. Computer Training Course for Home Science students.

Goal :- To create computer awareness and provide training to B.Sc. Home Science Students to develop their employability.

Process :- As B.Sc. Home Science did not have any computer literacy course, IQAC initiated it to develop employability in them by offering and arranging practical oriented course with the help BCA Department.

Context :- The IQAC focused on computer literacy to home science department. students which enhance the digital skill to survive in this technological era.

Evidence :- The student improved their computer literacy level by handling the Microsoft office, PowerPoint , Excel & internet.

2. Introduced skill based certificate courses (2014-15)

Goal :- To enhance the skill towards employability and developing empowerment/entrepreneurship.

Context :- The IQAC focused on need based skill based certificate courses which empowers students to develop their entrepreneurial skills.

Process :- The IQAC introduced various skill development certificate courses Preservation of fruits and vegetables, Tie and Dye specialist, beauty parlour and fashion designing .

Evidence :- As these courses are student centric the students are responding very positively.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations

and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC of the institution has method of assessing teaching learning process and outcome periodically.

Strategies adopted by IQAC are as follows-

- Orientation workshops for teachers and students.
- Peer reviewed teaching learning methodologies adopted by the faculties and giving them suggestions for improvement once in a six months.
- Conducted AAA by internal and external experts.

Incremental improvements or outcome-

Visibly changed practices in teaching learning methodologies. Faculties adopted-

- 1.Student centric methodologies like small group discussions, field work, demonstration, hands on experience, giving seminars to students, case studies, role play, exhibition, model making.
- 2.ICT enabled methodology-

- Effective use of Google classroom.
- Lectures are delivered through power point presentations.
- Online video clips and documentaries are used as additional information.
- Use of *e-pathshala* and *e-shodhsindhu* through Infflibnet.
- Attending SWAYAM online courses by students and staff.
- Seminar cum MP hall is equipped with multimedia facilities using ICT tools. Invited talks are conducted in seminar hall using ICT facilities.
- Used as an ‘assisting tool’ while making assignments, communicating, collecting data and documentation.

- 1.Increased the number of add on and skill development courses.
- 2.Established star batch scheme
- 3.Increased gender based activities.

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

6.5.3 Quality assurance initiatives of the institution include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload any additional information | View Document |
| Institutional data in prescribed format(Data template) | View Document |
| Paste web link of Annual reports of Institution | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Institution shows gender sensitivity in providing facilities such as:

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

Safety and Security: Security Staff: There is 24 hours security on the campus. The security is managed by properly appointed director of Security. This ensures the safety of the students and staff. Security breaks and in disciplinary behavior is handled by campus security and referred to the college administrative officials for further action if necessary. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. Students are regularly counseled on safety and security.

CCTV Surveillance: The campus has CCTV cameras fixed at various locations and footage is monitored. The CCTV footage backup is available.

Suggestion Box: The campus is set with a suggestion box which is positioned near the Principal's cabin intended to collect any suggestions or any complaint from staff and students of the campus concerning any abuse or harassment

Student Welfare Committees: Anti-Ragging Cell, Discipline Committee, Grievance Redressal Cell play important role in generating awareness and addressing gender related issues. The members of discipline committee monitor discipline. Student's representation is reflected in all these bodies. These committees actively organize a number of programs related to gender sensitization. These measures ensure a helpful and safe environment necessary for students.

Fire Safety Equipments: The institute has fire extinguishers which are installed in hostels and other places in the institute.

Wall Compound: Stone Wall compound covering the whole campus with barbed wire fencing wall is available for campus security.

Counseling: The teachers provide academic, career and personal counseling. Sometimes students approach the teachers with their problems. This is particularly noted in case of students who lack parental support for completing their higher education. The college has a **Mentor Mentee Program**. This Program accesses, identifies and addresses problems of emotional, family and social issues etc.

Common Room: The College has a common room for students attached with WC. There is a provision of chairs, Beds and mirrors along with First Aid Box and Sanitary Napkin Vending Machine.

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

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. 4 or All of the above

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

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

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

Response:

The institute has accepted this challenge by developing its own mechanism for waste management. The college maintenance committee deals with the issues related to maintenance.

Solid waste Management:

- Dust bins for collection of solid waste are placed at suitable sites in the campus.
- All the biodegradable solid wastes generated in the campus is collected manually for its composting. The manure produced is used for the plants in the campus.

Liquid waste Management:

- College has installed a Sewage Treatment Plant (STP) to recycle the sewage water from the college Building, Gymkhana, and Hostels.
- The recycled water is used for gardening and maintaining the lawns in the campus.
- The drip irrigation system is used to prevent water wastage.

E-waste management:

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

Waste recycling system

- Plants litter are regularly collected and used in vermicomposting unit.
- The biodegradable waste material collected from the mess is used for the production of bio-gas which in turn is used for cooking.

| File Description | Document |
|---|-------------------------------|
| Geotagged photographs of the facilities | View Document |
| Any other relevant information | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |

7.1.5 Green campus initiatives include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: Any 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Geotagged photos / videos of the facilities | View Document |
| Any other relevant documents | View Document |

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

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

Response:

Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. The institute conducting following activities for last five year

| Year | Title of Programme/Activity | Duration (From To) |
|---------|--|--------------------------|
| 2018-19 | Environment Day Celebration | 5/6/2018 |
| | International Yoga Day Celebration | 21/6/2018 |
| | College Campus Cleaning | 18/7/2018 |
| | Ek vidhyarthi- Ek Zad (One student one tree) | 28/07/2018 |
| | Mandir Parisar Swachata /swachta Pandharwada | 6/8/2018 |
| | National Integration Camp | 11/11/2018 to 23/11/2018 |
| | Nationwide competition for students on laws related to women | 26/12/2018 |
| | Martyrs Day | 3/1/2019 |
| | Nutrition Week | 1/9/2018 to 7/9/2018 |
| | Women's Day | 8/3/2019 |
| 2017-18 | Yoga day | 21/6/2017 |
| | Voters day | 5/7/2017 |
| | Tree conservation week | 1/7/2017 to 7/7/2017 |
| | World population day | 11/7/2017 |
| | Swachata pandharwada | 1/8/17 to 15/8/2017 |
| | Nutrition week | 1/9/2017 to 7/9/2017 |
| | Mansik arogya jagruti | 23/9/2017 |
| | Sadbhavana day | 24/10/17 |
| | National youth day | 12/1/2018 |
| | Science day | 28/2/2018 |
| | Women's day | 8/3/2018 |
| 2016-17 | Yoga day | 21/6/2016 |
| | World Youth Skill Day | 30/7/2016 |
| | National Youth Day | 12/1/2017 |
| | Marathi Bhasha Jatan and Savrdhan | 27/2/2017 |
| | World Women's Day | 8/3/2017 |
| | Nutrition Week | 1/9/2016 to 7/9/2016 |
| 2015-16 | World Population Day | 13/7/2015 |

| | | | |
|---------|---------------------------|----------------------|--|
| | Marathi Bhasha Diwas | 27/2/2016 | |
| | Nutrition Week | 1/9/2015 to 7/9/2015 | |
| | National youth day | 12/1/2016 | |
| | World Women's Day | 8/3/2016 | |
| 2014-15 | Mother's Day | 19/11/2014 | |
| | Nutrition Week | 1/9/2014 to 7/9/2014 | |
| | World population Day | 13/7/2014 | |
| | Women's Day | 8/3/2015 | |
| | World Consumer Rights Day | 15/03/2015 | |
| | Marathi Bhasha Diwas | 27/02/2015 | |

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

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

Response:

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

| Year | Title of the programme/Activity | Duration (from-to) |
|---------|---|--------------------|
| 2018-19 | Regular assembly on every Monday | |
| | <i>Sanga amhi kas jagayach</i> ("Tell How to live") | 10/12/2018 |
| | <i>Chalate bolate vidyapith</i> (" University Wits") | 11/12/2018 |
| | <i>Yashvi jivanache Sutra</i> ("Equation for successful life") | 12/12/2018 |
| | <i>Vinod Apala Mitra</i> ("Joke-Our friend") | 13/12/2018 |
| | <i>Mitra V Myetri</i> ("Frirnd and friendship") | 14/12/2018 |
| | <i>Uth Yuvak jaga ho</i> ("Standup young man -wake up") | 15/12/2018 |
| 2017-18 | Warali painting workshop | 31/01/2017 |
| | <i>Yashvi jivanache Sutra</i> ("Equation for successful life") | 14/09/2017 |
| | <i>Sanga amhi kas jagayach</i> ("Tell How to live") | 15/09/2017 |
| | <i>Sant Gadge Baba Yanchi Jivangatha</i> ("Biography of Sant Gadge Baba") | 16/09/2017 |

| | | | |
|---------|--|------------|--|
| | <i>Anandi Jivanasathi Vachan</i> ("Reading for happy life") | 28/12/2017 | |
| | <i>Nachu kirtanache rangi dhyandeep lavu jagi</i> ("Enlighten the lamps of education") | 29/12/2017 | |
| | <i>Uth Yuvak jaga ho/preranadai etih</i> as(" Standup young man -wake up ") | 30/12/2017 | |
| 2016-17 | <i>lecture on Sanwad hech madhyam</i> ("Communication is Medium") | 25/08/2016 | |
| | <i>lecture on Arogyavar bolu kahi</i> ("Speak on Health") | 26/08/2016 | |
| | <i>lecture on Stri: Pratibha Ani Pratima</i> ("women's-intellec | 27/08/2016 | |
| | <i>Man kara re prassan</i> ("Make mind fresh") | 26/09/2016 | |
| | <i>Yog Adhunik Shikshan</i> ("Yog-Todays education") | 27/09/2016 | |
| | Samajik parivartanat prasar madhyamache mahatva | 28/09/2016 | |
| 2015-16 | Regular assembly on every Monday | | |
| | <i>Nate julale manashi manache</i> ("Relationship of mind to mind") | 7/9/2015 | |
| | <i>Kai vachave Kai vechave</i> ("What to read and what to accept"" | 8/9/2015 | |
| | <i>Nachu kirtanache rangi dnyandip lavu jagi</i> ("Enlighten the lamps of education") | 9/9/2015 | |
| | <i>Kishorvayin mulanci arogyachi kalaji</i> ("Care of adolescent girls health") | 10/9/2015 | |
| | <i>Hasanyasathi janm Apula</i> ("Life is for smiling") | 11/9/2015 | |
| | <i>Yashsvi jivanache Sutra</i> ("Equation for Successful life") | 12/9/2017 | |
| 2014-15 | Regular assembly on every Monday | | |
| | <i>Sakaratomak Vicharsarani</i> ("Positive Thinking") | 25/11/2014 | |
| | <i>Manavjatisamoril Maha Avhane</i> ("Challenges before human being") | 26/11/2014 | |
| | <i>Pori Jara Japun</i> ("Please take care of young girl") | 27/01/2014 | |
| | <i>Rastra ubharnit Yuvatiche Yogdan</i> ("Role of youth in national development") | 27/01/2015 | |
| | <i>Vyaktimatva Vikas</i> ("Personality Development") | 28/01/2015 | |
| | <i>Grahaak raja zaga ho</i> (" A wake consumer king") | 29/01/2015 | |
| | Workshop on Calligraphy | 11/2/2015 | |

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

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and

other staff and conducts periodic programmes in this regard.

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: A. All of the above

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

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

Response:

Institution organizes National festivals and birth / death anniversaries of the great Indian personalities
National Festivals are celebrated with enthusiasm. Our students are on a mission towards better India. They come together breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programmes conducted on these days. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities

| Sr. No. | Birth /Death Date | Anniversary |
|---------|-------------------|---|
| 1 | 3rd January | Savitribai Phule Birth anniversary |
| 2 | 12th | 1.Swami Vivekananda Birth Anniversaries |

| | | | |
|----|----------------------|---|--|
| | January | 2.Youth Day , | |
| | | 3.Rajmata Jijau Birth anniversary | |
| 3 | 23rd January | Netaji SubhashChandra Bose Birth Anniversary | |
| 4 | 26th January | Republic Day | |
| 5 | 3rd February | National “Suryanamskar” Day | |
| 6 | 19th February | Chhatrapati Shivaji Maharaj Birth Anniversary | |
| 7 | 27th February | Marathi Day | |
| 8 | 28th February | National Science Day | |
| 9 | 8th March | Women’s Day | |
| 10 | 11th April | Krantisurya Mahatma Jyotiba Phule Birth Anniversary | |
| 11 | 14th April | BharatRatn Dr.Babasaheb Ambedkar Birth Anniversary | |
| 12 | 27th April | Padmashri Dr. <i>Vitthalrao Vikhe Patil</i> Death Anniversary | |
| 13 | 5th May | Padmabhushan Dr. <i>Balasaheb Vikhe Patil</i> Birth Anniversary <i>Birth anniversary</i> | |
| 14 | 21st June | International Yoga Day | |
| 15 | 27th July | Dr. APJ Abdul Kalam DeathAnniversary | |
| 16 | 7thAugust | Padmashree Dr. Vithalrao Vikhe Patil' <i>Birth anniversary</i> | |
| 17 | 15th August | Independence day | |
| 18 | 1st to 7th September | National Nutrition week/Month | |
| 19 | 5th September | Dr.Sarvpalli RadhaKrishnan Birth Anniversary | |
| 20 | 2nd October | Mahatma Gandhi Birth Anniversary | |
| | | Lal Bahadur Shashtri Birth Anniversary | |
| 21 | 15th October | Dr. APJ Abdul Kalam Birth Anniversary Vachan Prerana Din | |
| 22 | 26th November | Constitution Day | |
| 23 | 6th December | BharatRatn Dr.Babasaheb Ambedkar Mahaparinirvan Din | |
| 24 | 10th December | Human Rights Day | |
| 25 | 30th December | Padmabhushan Dr. <i>Balasaheb Vikhe Patil</i> Death Anniversary | |

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

7.2 Best Practices

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

Response:

1. Capacity building leading towards women empowerment

Objectives

- Education brings a reduction in inequalities and functions as a means of improving their status within the family and develops the concept of participation.
- Women education in India has a major preoccupation of both the government and civil society as educated women can play an important role in the development of the country.
- Economic **empowerment** results **in women's** ability to influence or make a right decision, increase self-confidence better status and role in household etc.
- Empowerment of women, particularly rural women has become an important issue in the strategies of balanced development with social justice.
- Capacity building measures help women to orient with knowledge, skills and self confidence leading to women empowerment.

Context

“If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered”. Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside.

Education is the key to all problems. Experts have given a number of definitions of education but out of these definitions, the most important definition is that described by M. Phule. According to M. Phule, "Education is that which demonstrates the difference between what is good and what is evil". If we consider the above definition, we come to know that whatever revolutions that have taken place in our history, education is the base of them.

Education for women means modification of behavior in every aspect, such as mentality, outlook, attitude etc. Educated women not only tend to promote education of their girl children, but also can provide better

guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

Practice

The capacity building measures along with formal education.

- **Social awareness and empowerment**-Guest lectures, success stories, field visit, role play
- **Skill development-**
- **Soft skills-** Communication skills

- **Hard skills-**Vocational skill through the courses like Nutritional and culinary, Textile, embroidery, Fashion designing, interior designing, House making, computer education.
 - **Entrepreneurship** -Self help group cooperative societies, rural cottage industries.
 - **Employment** -Competitive exam, ASHA worker, bank worker, ICDS supervisor, Aganwadi Teacher.
 - **Value added programmes** – Food preservation, IPRP, cyber law, VB.net,

Evidence of Success

After capacity building at the graduation level most of the students are completing PG while some of them are entering in family life but after settlement, they are involving in jobs or empowering themselves through self employment at home.

Problems Encountered and Resources Required

- Family support for students
- Lack of determination and will power
- Economic condition leads to drop out.

1. Nurturing of personality through community based learning

Objectives:

Home Science subject deals with day to day life at individual, family, community and nation at large. The theory and practical aspects related to home science are taught within the constraint boundaries of the college. All though field work is mentioned as a means of learning, there is need to give equal or maximum emphasis to community based learning to understand the aims of Develop professional skills in food, nutrition, textiles, housing, product making, communication technologies and human development

- Understand and appreciate the role of interdisciplinary sciences in the development and well- being of individuals, families and communities
- Understand the sciences and technologies that enhance the quality of life of people
- Acquire professional and entrepreneurial skills for economic empowerment of self in particular, and community in general
- Students develop critical sensitivity towards both community issues and process. They learn to do lateral thinking developing out of the box solution and effective problem solving skills to address community issues.

- Students have basic management skills for independently organizing events, resource mobilization and leading community based projects and initiatives.

Context:

Now a day's collegiate education is often criticized for being too theoretical and class room based with very less relevance to the real life situations especially the behavioral sciences. Home science subject is a behavioral science as well as applied science and a vocational subject and deals with development of child, adolescent, family and community life and living. It mainly revolves around the role and contributions of women in family and community development. Hence there is need to learn home science in and through family, village, community and vocational social groups. Thus it calls for community learning in real life situation apart from routine class rooms within four walls. Hence one has to go beyond curriculum scholarly and theoretical and experimental level to experiential learning in real life situations. It also indirectly encourages extension and outreach activities as a byproduct. Hence we have taken community and family learning as an intentional systematic scheduled based best practice for our students. It broadens their horizon of knowledge skills competence attitude and holistic personality development. This is the main context of the Best practice

The present education and its curriculum centers around more theory and practicals within the college premises, it doesn't give realistic picture of family or a community or a village, very few sessions of community education through visits will only give a superficial exposure to students. Hence home science college has given primary importance to the community based learning through specific schedule oriented community based learning beyond curriculum as an activity.

- Home Science has contributed a great deal towards national development by training students to take up leadership roles in extension and community outreach programs.
- The students are encouraged to develop a scientific temper.
- Familiarizing them with the use of newer technologies, methods in family and community linkages and sustainable use of resources for human development are the hallmark of education in Home Science.
- As a discipline, Home Science integrates the ingredients of the sciences, social sciences and technology to facilitate the study of and enhance the quality of human life.
- Its approach is therefore inherently interdisciplinary. Traditionally, Home Science has adopted an ecological approach in its curriculum that engages the student through teaching, research and extension.
- The education process in Home Science underscores the importance of the individual's dynamic relationship with his/her family, community and society as a whole, as well as with the resources in the environment.
- Higher education learning in Home Science subjects provides students the opportunity to sharpen their capacities with a sense of social responsibility.
- In contemporary times, Home Scientists promote capacity building of individuals and communities for social and economic empowerment.
- Years of National and International experience in the field has contributed to the wisdom that all the five windows of opportunity that Home Science offers be opened for i.e. Food and Nutrition, Human Development and Childhood Studies, Resource Management and Design Application, Development Communication and Extension and Fabric and Apparel Sciences.
- The students will learn the fundamental principles and foundations of all the five areas. They are expected to internalize the principle of a Home Scientist, that is, to give back to the community

from which they draw, for sustainable development. This is a major contribution of Home Science in both developed and developing societies.

Practice:

Apart from mandatory requirements of the curriculum leading to community visits home science has drawn a special practice of community learning (beyond curriculum) through the following strategies to be undertaken on Saturday, Sunday and holidays. They are as follows:

- Visit to families of different strata of society, spending sufficient time with families and interacting with them to understand the basic of nature and dynamics of family and human development.
- Arranging interaction with rural women entrepreneurs to understand the way they have developed as to understand the way they have developed as promising entrepreneurs.
- Visit to Primary Health Centers

Students prepare report on each visit and conclude with leading community learning with more practical, they will also discuss, present their reports in the groups and will have group interactions to understand appreciation, areas of concern, need for improvement and their planning and implementation.

Evidence of success:

Students learn and understand the aspects of Home Science, faster than the class room in practical dynamics. They are able to correlate their learning and understanding with real life situations. This will enhance their personalities, positive attitude and zeal to learn experienced and implement in their life.

Problems encountered:

- Orientation of the students to village life, dignity of labour, blind beliefs and dogmas and the cultural differences sometimes hinders the involvement.
- Team work problems
- Villagers do not easily come forward to give their open views, hesitant to share and mingle with students but after accommodating them, they open up.
- Confidence building between students and villagers is the main problem which needs to address properly.

Notes:

This is one of the best methods to induct students from community development and we achieve simultaneously:

1. Practical knowledge
2. Experiential learning
3. Team building
4. Real life situation
5. Dignity of labor
6. Culture , Heritage & Environment
7. Extension outreach is realized
8. Research orientation developed.

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| Any other relevant information | View Document |
| Best practices in the Institutional web site | View Document |

7.3 Institutional Distinctiveness

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

Response:

In today's society almost half of the population is women and she is marginalized and in many families she is looked down, hence emancipation and empowerment of women is the need of hour. Since women has pivotal role in family system in entire world our main thrust area is family. Keeping all this in view Home Science is a subject who can address all the issues and helps in improving socio-economic status of women. Need of the hour is education at tertiary level with relevant knowledge, skills competencies, attitude, communication skills and values. This ultimately leading to her to be in well worsting professional and educational knowledge, leading to gainful employment and entrepreneurship. This helps not only in good life socially, psychologically as well as economically but also be a part of family, community, State, National development. Hence Home Science education is very important which offers UG programme in this subject.

Performance:

This college is important as offering degree programme for the girls students coming from rural, marginalized slum and various categories of families like OBC, SC, ST, NT and all we are giving them education through syllabi and co-curricular activities. It is contributing to self, family and human resources development through various social aspects of community development.

Either she gets married and does not go to job or goes to job she is well worst with the knowledge of home science. This is the unique feature of this institution. The performance of this institution is women empowerment.

- Ours is a unique college and subject in entire district for the women, by the women. The students not only from district but from other states are admitting in this course. **Even this year a student from Bhutan is admitted in our institute.**
- Home Science is the application of science to mould a student into a variety of life skills. This course imparts them, the knowledge and information to plan, undertake and succeed.
- Home Science education is imbibing prominent role in developing good personality in a person.
- Developed scientific attitude in students to achieve greater efficiency and bring a qualitative change in the life.
- Imparted knowledge to the students regarding various vocational areas of Nutrition, Textiles, Clothing, Child development..

- Developed a range of theoretical and practical skills that form an appropriate basis for subsequent professional employment.
- The programme equipped the student with the knowledge to carry life smoothly at home as well as to develop career in various fields of education, research, dress-making, textile designing, fashion designing and dress manufacturing, dietician, food preservation, food analysts, quality analysts, quality controllers and quality managers in government and private sector.
- Home Science being an applied science, the syllabus has been structured in such a manner that it equips the student with a general idea of the streams; practical's and field experiences are an essential part of the learning process, laboratory work has been integrated in all areas of Home Science Subjects.
- A student acquired knowledge, understanding, skills and spiritual values through Home Science education that helped them to lead a more satisfying personal, family and community life.
- Unlike other subjects, Home Science is a practical science one applies in everyday life. As a practical subject it offers maximum opportunity to express one's ability to take up things and develop leadership qualities.
- Home Science education developed qualities needed for responsible citizenship.
- This education helped students to recognize the importance of food in healthy living, teaches how to prepare food by retaining its nutrients and the importance of balanced diet. It also enables one to sort out family problems and find out solutions for them.
- It also helped one to start self employment and become a wage earner at younger age.
- The curriculum empowered to take intelligent decisions concerning the use of materials and resources. The student became efficient to nurture and take care of the young, to foster their healthy growth and development.
- Home Science has contributed a great deal towards national development by training students to take up leadership roles in extension and community outreach programs.
- Students familiarized with the use of newer technologies and community linkages for the use of human resource development.
- Its approach is therefore inherently interdisciplinary. Traditionally, Home Science has adopted an ecological approach in its curriculum that engaged the student through teaching, research and extension.
- The education process in Home Science underscored the importance of the individual's dynamic relationship with her family, community and society as a whole, as well as with the resources in the environment.
- Higher education learning in Home Science subjects has provided students the opportunity to sharpen their capacities with a sense of social the responsibility.
- In contemporary times, Home Scientists promoted capacity building in self and communities for social and economic empowerment.
- The students are employed in research organizations, food and textile industries, dietetic practice, education and child development domains and self employed in many areas.
- They are expected to internalize the principle of a Home Scientist, that is, to give back to the community from which they draw, for sustainable development. This is a major contribution of Home Science in both developed and developing societies.
- Institution runs various co-curricular, extracurricular activities like health awareness programmes such as haemoglobin checkup, AIDS awareness Rally, environment awareness etc. under NSS cell through which students became socially conscious.
- Institution tries to inculcate high quality discipline, ethical values and spirit of healthy competition among students through curricular, co-curricular and extra-curricular activities for excellent quality

of education.

- To fulfill the regional needs, the institution organized various seminars and workshops for enrichment of students.
- Befitting to expectation of 21st century that every human being must be computer illiterate so we are offering basic computer training for the entire student.
- The institution has various committees like Student Council, Student
- Welfare committee, Competitive examination guidance cell, Women Empowerment cell and Anti-ragging committee, Grievance and Redressal cell, Anti-Sexual Harassment committee, ICC to develop overall personality of the student and to become a responsible citizen of the Nation.

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| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

As per the recommendations given by the NAAC Peer Team during first visit 2014-15, the institute has taken following actions.

- Formulated perspective plan and attached the deployment document. <http://www.pravarahomesciencebca.org.in/documents/Extended%20Profile/Perspective-PLan.pdf>
- Started gender based courses
- Emphasized on communication and Computer proficiency skills started
- Value added courses on computer Proficiency skills and workshops on communication skills
- Received funds from UGC, MSCW and affiliating University for organization of Seminars and workshops
- Upgraded ICT facilities and developed Wi-Fi campus for improving teaching learning process
- Organized motivational lectures on competitive examinations
- Introduced Star batch scheme for slow learners
- Received permission for starting M.Sc. in Health Science (Dietetics) in 2018-19

Concluding Remarks :

It is most challenging task for the institute to run special courses like B.Sc. (Home Science) and BCA (Science) in rural area specially for women. Still the institute accepted it from last 20 years. Our students are well entrepreneurs, in service sectors and successful in their families as a house wife or leader of the family which is most important part for the national development.