BPHE Society's
Ahmednagar College, Ahmednagar-Maharashtra

The Annual Quality Assurance Report (AQAR) of the IQAC
Year 2017-2018

Part – A

AQAR for the year

| 2017-2018 |

1. Details of the Institution

1.1 Name of the Institution

| Ahmednagar College, Ahmednagar |

1.2 Address Line 1

| Station Road, Ahmednagar |

City/Town

| Ahmednagar |

State

| Maharashtra |

Pin Code

| 414001 |

Institution e-mail address

| ahmednagarcollege1947@gmail.com |

Contact Nos.

| 0241-2359571, 0241-2354164 |

Name of the Head of the Institution:

| Dr. R J Barnabas |

Tel. No. with STD Code:

| 0241-2354162 |

Mobile:

| 09767266336 |

Name of the IQAC Co-ordinator:

| Dr. Kamalakar Bhat |

Mobile:

| 09326636759 |

IQAC e-mail address:

| iqac.aca@gmail.com |

1.3 **NAAC Track ID** (*For ex. MHCOGN 18879*)   12629

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OR

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1.4 **NAAC Executive Committee No. & Date:**   EC/57/RAR/48 dated 30-11-2011
(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

1.5 Website address: www.aca.edu.in

Web-link of the AQAR:

1.6 Accreditation Details

Sr. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	A	NA	2004	5
2	2nd Cycle	A	3.10	2011	5
3	3rd Cycle	B++	2.80	2018	5

1.7 Date of Establishment of IQAC :   DD/MM/YYYY   07/01/2004

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC.

  i.   AQAR 2011-2012 on 17.5.2012
 ii.   AQAR 2012-2013 in May 2013
iii.   AQAR 2013-2014 in 03.12 2014
 iv.   AQAR 2014-2015 on 23.12.2015
  v.   AQAR 2015-2016 on 01.07.2016
 vi.   AQAR 2016-17 on 31.08.2017

1.9 Institutional Status

University   State ☐ Central ☐ Deemed ☐ Private ☐

Affiliated College   Yes ✓   No ☐

Constituent College   Yes ☐   No ☐

Autonomous college of UGC   Yes ☐   No ☐

Regulatory Agency approved Institution   Yes   No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education ✓   Men ☐ Women ☐

                         Urban ✓   Rural ☐ Tribal ☐

Financial Status   Grant-in-aid   UGC 2(f) ✓   UGC 12B ✓

                    Grant-in-aid + Self Financing ✓   Totally Self-financing ☐

1.10 Type of Faculty/Programme

Arts ✓   Science ✓ Commerce ✓ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☐ Engineering ☐   Health Science ☐   Management ☐

Others   (Specify)   [.]

1.11 Name of the Affiliating University *(for the Colleges)* | Savitribai Phule Pune University |

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University   ☐

University with Potential for Excellence   ☐   UGC-CPE ✓

DST Star Scheme   ☐   UGC-CE ☐

UGC-Special Assistance Programme   ☐   DST-FIST ✓

UGC-Innovative PG programmes   ☐   Any other (*Specify*) | Community College |

UGC-COP Programmes   ✓

2. IQAC Composition and Activities

2.1 No. of Teachers | 10 |

2.2 No. of Administrative/Technical staff | 2 |

2.3 No. of students | 1 |

2.4 No. of Management representatives | 2 |

2.5 No. of Alumni | 1 |

2. 6 No. of any other stakeholder and

   community representatives | 1 |

2.7 No. of Employers/ Industrialists | 1 |

2.8 No. of other External Experts | 1 |

2.9 Total No. of members | 19 |

2.10 No. of IQAC meetings held   4 times a year

2.11 No. of meetings with various stakeholders: No. | 3 | Faculty | 1 |

   Non-Teaching Staff Students | | Alumni | | Others (Heads) | 2 |

2.12 Has IQAC received any funding from UGC during the year?   Yes | | No | ✓ |

   If yes, mention the amount | |

2.13 Seminars and Conferences (only quality related)

   (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

   Total Nos. | - | International | - | National | - | State | - | Institution Level | - |

   (ii) Themes | |

2.14 Significant Activities and contributions made by IQAC

SSR preparation, Academic Planning, feedback on syllabi, implementation of activities

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Sr. No.	Plan of Action	Achievements
1	Setting of e-class room under the scheme of DST-FIST.	Completed
2	Utilization of second instalment of CPE grants	Carried out
3	Submission of new proposal for college with excellence to UGC	Not submitted
4	Submission of proposal under the scheme of star college to DBT	Submitted
5	Proposal for installation of 50 KW solar panel	Installation completed
6	Renovation of boy/girl hostel	Carried out
7	Renovation of boys wash room	Carried out
8	Submission of proposal to BCUD, Savitribai Phule Pune University under the scheme of QIP for organisation state and national level seminar, international seminar/organisation.	Submitted. One National seminar and two state level seminars were sanctioned. National seminar couldn't be organised. Two state-level seminars – one in Computer Science and one for Laboratory staff - were successfully organised.
9	Planning for various activities on the occasion of celebration of 70th year of establishment of college	70th Year of the establishment of the College celebrated with great enthusiasm as many sports and cultural competitions were held.
10	Renovation of library building and infrastructure	Renovation carried out.
11	Development of office infrastructure	Carried out
12	Construction of two new class rooms	Not carried out
13	Setting up of Biotech bioinformatics lab in	Has been set up

	Biotechnology Department	
14	New premise for computer science department	Plan under consideration.
15	Renovation of library and conference room in the chemistry Department	Carried out
16	Renovation of college canteen	Carried out
17	Renovation of recreation hall	Carried out
18	Submission of proposal under the scheme of RUSA	Awaiting RUSA call for application
19	Submission of proposal to build new indoor and outdoor stadium	Not submitted as UGC scheme was suspended
20	Construction of Parking space under QIP	Not completed.

* Attach the Academic Calendar of the year as Annexure- I.

2.15 Whether the AQAR was placed in statutory body   Yes ☑   No ☐

Management (CDC) ☑   Syndicate ☐

Any other body ☑

(Administrative Committee)

Provide the details of the action taken

Confirmed

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	8	-	8	-
PG	23	-	12	-
UG	24	-	6	-
PG Diploma	-	-	-	-
Advanced Diploma	-	-	-	-
Diploma	1		1	-
Certificate	4	1	4	3
Others M.Phil.	3	-	3	-
Total	60	1	28	3

Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
   (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	4
Trimester	nil
Annual	2

1.3 Feedback from stakeholders*   Alumni ✓   Parents ✓   Employers   Students ✓
   (On all aspects)

   Mode of feedback   :   Online -   Manual ✓   Co-operating schools (for PEI) -

Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

| Nil |

1.5 Any new Department/Centre introduced during the year. If yes, give details.

| Nil |

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
94	60	29	3	2

2.2 No. of permanent faculty with Ph.D.

58

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
-	10	-	-	-	1	-	-	-	11

2.4 No. of Guest and Visiting faculty and Temporary faculty   NA   NA   66

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	5	19	17
Presented papers	12	34	13
Resource Persons	4	13	4

2.6 Innovative processes adopted by the institution in Teaching and Learning:

ICT based teaching, teaching modules used by Science teachers, seminars /class presentations by students, educational tours, experiential learning

2.7 Total No. of actual teaching days during this academic year   180

2.8 Examination/ Evaluation Reforms initiated by
    the Institution (for example: Open Book Examination, Bar Coding,
    Double Valuation, Photocopy, Online Multiple Choice Questions)

Online Multiple Choice Questions

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

Attended restructuring workshop   Members of Board of Studies

| 2 | | 1 |

2.10 Average percentage of attendance of students | 75% |

2.11 Course/Programme wise distribution of pass percentage :

UG

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
TYBA	278	19	49	35	3	38.12
TYBCom	190	14	61	21	29	65.78
TYBSc	218	45	36	5	10	44
TYBBA	63	4	15	13	1	52.38
TYBio Tech	24	--	3	--	7	41.66
TYBBA-CA	27	4	9	3	0	59.25
TYBSc Comp.	86	15	15	4	1	40.69

PG

Title of the Programme	Appeared	O	A+	A	B+	B	C
MCA Com	01	-	-	-	-	1	-
MCA Sci	-	-	-	-	-	-	-
MA Mar	8	1	2	3	1	0	0
MA Hindi	5	1	2	-	-	2	-
MA Eng.	28	-	-	11	10	5	1

MA His.	13	--	--	10	1	--	--
MA Eco.	25	--	12	5	6	--	--
MA Pol.Sci.	36	6	19	11	--	--	--
MA Soc.	20	--	4	11	3	--	--
MA Psy.	10	1	4	3	--	--	--
M.COM	65	30	21	10	--	--	--
MSc Bot.	21	5	4	8	2	--	--
MSc Geo.							

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

Result analysis, Student Feedback, Faculty Academic Performance Appraisal, Meeting with Heads of the department, planning value addition activities

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty benefitted*
Refresher courses	4
UGC – Faculty Improvement Programme	5
HRD programmes	--
Orientation programmes	3
Faculty exchange programme	--
Staff training conducted by the university	--
Staff training conducted by other institutions	--
Summer / Winter schools, Workshops, etc.	1
Others	--

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	42	47	--	12
Technical Staff	31	35	--	--

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Faculty members are motivated to submit research projects to different funding agencies such as BCUD, UGC, ISRO and DST. Support is given to faculty members attending conferences, workshops, symposia etc. by way of recommending leave and financial assistance from the College. Faculty members are also motivated to publish research papers in reputed journals. Students are motivated to participate in research competitions. Students are also motivated and supported to participate in conferences, workshops, symposia etc., by giving financial assistance. Staff members are encouraged to apply for faculty improvement program (FIP) to carry out M.Phil. and Ph.D. Also they are encouraged to apply for different scholarships to visit foreign universities for research and to establish collaborations.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	5	2	--	-
Outlay in Rs. Lakhs	55.98	22.67	--	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	5	2	-
Outlay in Rs. Lakhs	--	12.6	2.25	-

3.4 Details on research publications

	International	National	Others
Peer Review Journals	16	22	-
Non-Peer Review Journals	--	1	-
e-Journals	1	-	-
Conference proceedings	4	--	--

3.5 Details on Impact factor of publications:

Range [0 to 2.157] Average [1] h-index [   ] Nos. in SCOPUS [   ]

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	--	--	--	--
Minor Projects	2	SPPU	225000	162500/-
Interdisciplinary Projects	--	--	--	--
Industry sponsored	--	--	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects (other than compulsory by the University)	-	-	-	-
Any other(Specify)	-	-	-	-
Total	2	SPPU	225000	

3.7 No. of books published   i) With ISBN No. [10]   Chapters in Edited Books [4]

ii) Without ISBN No. [2]

3.8 No. of University Departments receiving funds from   **Not Applicable**

UGC-SAP		CAS		DST-FIST	

DPE   DBT Scheme/funds

3.9 For colleges   Autonomy   CPE   ✓   DBT Star Scheme

INSPIRE   CE

Any Other (specify)   DST FIST

3.10 Revenue generated through consultancy   00

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	00	00	2	--	--
Sponsoring agencies	--	--	SPPU	--	--

3.12 No. of faculty served as experts, chairpersons or resource persons   12

3.13 No. of collaborations   International   --   National   --   Any other   6

3.14 No. of linkages created during this year   --

3.15 Total budget for research for current year in lakhs :

From funding agency   From Management of University/College   -

Total   2500000/-

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	0
	Granted	0
International	Applied	0
	Granted	0
Commercialised	Applied	0
	Granted	0

3.17 No. of research awards/recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
1	-	1	-	-	-	-

3.18 No. of faculty from the Institution who are Ph. D. Guides   28

       and students registered under them (MPhil+PhD)   181

3.19 No. of Ph.D. awarded by faculty from the Institution   7

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

    JRF 2   SRF -   Project Fellows -   Any other -

3.21 No. of students Participated in NSS events:

    University level 4   State level 1

    National level -   International level -

3.22 No. of students participated in NCC events:

    University level 29   State level 16

    National level 14   International level 01

3.23 No. of Awards won in NSS:

    University level -   State level -

    National level -   International level -

3.24 No. of Awards won in NCC:

    University level 00   State level 03

    National level 03   International level 00

3.25 No. of Extension activities organized

    University forum ✓   College forum ✓

    NCC 12   NSS 20   Any other 7

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

Organised Blood donation, Swatcha Bharat Abhiyan, Birth anniversary of Dr. B R. Ambedkar, Yoga Day, Constitution Day, Lecture on Organ donation, Marathi Pandharvada, Road Safety program, tree plantation, visit to Rehabilitation centre for differently-abled children, Visit to differently-abled centers, Save Girl Child campaign, Street play on women's issues, poster exhibitions on Say No to Drugs and Child Abuse, Human Rights Day, International Women's Day, World White Cane Day.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	32.6 acre	-	-	32.6 acre
Class rooms	69	-	-	69
Laboratories	42	0	-	42
Seminar Halls	3	1	-	4
No. of important equipments purchased (≥ 10 lakh) during the current year.	1	--	--	1
Value of the equipment purchased during the year (Rs. in Lakhs)	--	9.41	UGC-CPE, DST, CSIR	--
Others	-	-	-	--

4.2 Computerization of administration and library

Using VRUDDHI software.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	198575		600	110000	199175	
Reference Books	8888		419	125000	9303	
e-Books	---		--	--	--	
Journals	140	100000	40	20000		120000
e-Journals	N list		N list	--	--	

Digital Database	000001				01	
CD & Video	000870	-	-	-	870	
Others (specify) Manuscripts	1350					

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	346	20	✓	-	4	1	1	1
Added	40	1	-	-	-	-	-	-
Total	386	21	✓		4	1	1	1

4.5 Computer, Internet access, training to teachers and students and any other programme for technology

upgradation (Networking, e-Governance etc.)

--

4.6 Amount spent on maintenance in lakhs :

   i) ICT   24.97

   ii) Campus Infrastructure and facilities   140.46

   iii) Equipments   18.90

   iv) Others   26.68

             Total :   211.01

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Notices circulated in class, display of rights of students, suggestion box

5.2 Efforts made by the institution for tracking the progression

Result analysis, remedial coaching, re-examination

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others	Total
2981	1026	181	0	4118

(b) No. of students outside the state

249

(c) No. of international students

00

Men

No	%
2310	56

Women

No	%
1878	44

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
3032	503	260	476	15	4271	2857	457	262	612	23	4188

Demand ratio   P.G 2 : 1   Dropout %   0

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

The College has a Competitive Examination Centre that conducts training through lecture series, guest speakers and activities.

No. of students beneficiaries | 36

5.5 No. of students qualified in these examinations

NET | 7 | SET/SLET | 17 | GATE | 3 | CAT | --

IAS/IPS etc | -- | State PSC | - | UPSC | -- | Others |

5.6 Details of student counselling and career guidance

Career Guidance   :   32

Personal counseling :   27

No. of students benefitted | 59

5.7 Details of campus placement

	On campus		*Off Campus*
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
2	60	17	33

5.8 Details of gender sensitization programmes

International Women's Day, Poster exhibition on Child Abuse, Save Girl Child campaign, Street play on women's issues

5.9 Students Activities

5.9.1   No. of students participated in Sports, Games and other events

Sports

State/ University level | 5 | National level | - | International level | -

No. of students participated in cultural events

State/ University level | 63 | National level | - | International level | -

5.9.2   No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level [1]   National level [-]   International level [-]

Cultural: State/ University level [13]   National level [-]   International level [-]

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	191	5.05 lakhs
Financial support from government	1023	13240827/-
Financial support from other sources (EBC& SPPU)	290	1181955/-
Number of students who received International/ National recognitions	--	--

5.11   Student organised / initiatives

Fairs   : State/ University level [-]   National level [-]   International level [-]

Exhibition: State/ University level [-]   National level [-]   International level [-]

College level [45]

5.12   No. of social initiatives undertaken by the students [10]

5.13 Major grievances of students (if any) redressed: _____NIL_____

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision of the BPHE Society is contained in its three mottos:

Not Things but Men

I Dare You

Ye Shall Know the Truth

The mission statement of the institution is:

Ahmednagar College is committed to creating a transformative environment for its students and staff to enrich themselves by achieving excellence in their diverse pursuits and to creating a value-based academic milieu that ensures every student's emergence with a discerning mind, global competence and preparedness for a proactive role in effecting change in their own life, their immediate society and the world at large.

6.2 Does the Institution have a management Information System?

The management information system adopted by the College is based on a software called VRUDHI which is recommended by the Savitribai Phule Pune University. It covers all aspects of the College administration. Hence, admission section, examination section, accounts section as well as library have all adopted this software.

Data regarding student admission is generated and analysed at the Admission Section.

Student progression data is analysed at the departmental level.

Data regarding examination and the results are analysed by the Examination Cell.

Information about faculty such as recruitments, leaves, achievements and their evaluation by students are maintained and analysed by the Academic Council and Administrative Committee.

The Management and the Principal consult these data for taking decisions.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

The College has a monitoring mechanism to ensure continuous achievement of the curricular goals. To supplement this, the College obtains feedback from students and parents which are used to decide the necessary training requirements. The College has enhanced the quality of its curricular aspects by ensuring staff and faculty training. Addition of new courses is another quality enhancement measure taken by the College.

This year the College signed an MoU with Satyam Institute of Tax Accounts, Mumbai to offer a Certificate Course in "Certified GST Expert". The first batch started in January 2018. The College also has signed an MoU with Global Talent Track Private limited, Pune for providing training in "Life Skills – Access to Employability". The first program under this was held on 24th and 25th January 2018 in which nearly 200 students were trained by expert trainers from Mumbai. "Public Speaking and Fluency in English Workshop" was held on 17th January 2018 by Prof. Anthony Thomas, The English Academy, Pune. The College has a Centre for Foreign Languages and this year a Certificate Course in German Language were offered. Certificate course in Computer Applications was also continued. A seminar on "Prospects of Studying Abroad" was conducted with "Study Smart" institute on 6th February 2018. A workshop on "Personality Development" was held in association with the newspaper "Lokmat".

6.3.2 Teaching and Learning

The College ensures that students gain beneficial and comprehensive learning experiences by providing them opportunities for access to new areas of education, by adopting new methods of delivering educational inputs, by enhancing the quality of the teachers, and by improving the standards of the teaching aids.

To ensure the best possible implementation of these goals of the College, departments have undertaken various measures to sustain the quality of education offered in the College. At the beginning of the academic year the Principal addressed the fresh students of each faculty to familiarise them about the College and its facilities. Bridge courses were conducted by the English department and orientation lectures were conducted by the Commerce and Chemistry departments to update the knowledge of the students at the entry level.

Slow learners were identified through personal interaction and classroom discussions. To cater to the needs of the slow learners teachers adopt bilingual teaching, provide class notes, give detailed explanations on topics, remedial teaching, assist in solving past question papers, etc. To cater to the needs of the advanced learners, special guest lectures, class seminars/ presentations, academic competitions and subject exhibitions (Mathematics, BCS, Biotechnology, Botany and BBA) are organized.

This year 32 lectures of experts were arranged by departments. Teachers are encouraged to integrate technology in their teaching and ensure that students are provided training in the use of computer and other technologies. Students are also taken on educational tours by Geography, Botany, Zoology, BBA, Physics, and Biotechnology.

Continuous expansion of learning resources is carried out to ensure the availability of latest information to students. College gives access to many online journals and books through the UGC platform "Inflibnet". Five major projects were completed this year and two major

projects are ongoing. There are five ongoing minor projects and 2 new minor projects have received sanction from SPPU.

6.3.3 Examination and Evaluation

The College, being an affiliated institution, follows the examination and evaluation system prescribed by the University of Pune. For the PG courses Credit-based Semester System has been introduced along with Continuous Assessment. As part of this, students are evaluated on the basis of class tests, seminar presentations, assignments, projects, term papers, quiz, and oral tests.

6.3.4 Research and Development

The College continues to place emphasis on research work. It encourages its staff to undertake MPhil and PhD studies and minor and major research projects. In the pursuit of these, the faculty are provided with infrastructural facility, technical staff, office space and leave facility.

Faculty have published 10 books, 38 papers in peer reviewed journals, and 01 papers in non-peer reviewed journals and 4 in conference proceeding. 181 PhD and MPhil students are working for their degrees.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The College has a system for annual maintenance of the physical infrastructure. Beautification of the campus is also undertaken periodically. Buildings are annually re-painted, furniture are repaired and replaced, laboratories are refurbished by purchasing new equipments.

The College has increased the number of computers in the last academic year paving the way for more technology integrated learning opportunity for students. The College has enriched the learning resources with a view to providing the latest resources of knowledge to students and faculty. Details are as follows: New books purchased : 1019. Journals subscribed are 40.

6.3.6 Human Resource Management

The College has nurtured a cosmopolitan and democratic atmosphere. The staff are considered a great asset by the Management and thus every support is given in their pursuit of excellence and higher studies. The faculty are encouraged to come up with their own initiatives and the institution supports them in every way to execute their innovative ideas, and research activities. This year 10 faculty members were provided financial support to the tune of 30958/- to pursue academic and research activities.

6.3.7 Faculty and Staff recruitment

Recruitments are merit based. Part-time and ad hoc faculty are employed on the basis of the workload reviewed each year. Part time teachers are assigned 7 clock hours as per the government norms and the prescribed remuneration is paid to them. Ad hoc appointees, if assigned full time workload, are paid as per norms. Recruitments are done strictly according to the rules laid down by the competent bodies. This year the government didn't give us the NOC for filling the teaching and non-teaching post and hence no new staff were recruited. However, ad hoc appointments for non-grant courses were made by the Management through the established procedure.

6.3.8 Industry Interaction / Collaboration

Industry interaction is carried out by some of the departments at formal and informal levels. Departments do this both by inviting people from industry to guide students as well as by arranging students' visit to industries. It is also done by sending students for apprenticeship. Departments of Microbiology, Biotechnology and Chemistry have sent their students for apprenticeship. Departments of Botany, Physics, Zoology, Biotechnology and BBA arranged industrial visits.

The College collaborated with Global Talent Track in providing soft skills training to outgoing students.

6.3.9 Admission of Students

While the College adheres to the relevant rules of admission prescribed by the Government of Maharashtra and the Savitribai Phule Pune University, in keeping with the vision of the College, special consideration is shown to differently-abled and needy students. This year 23 differently-abled students were admitted and 249 out of state students were admitted.

6.4 Welfare schemes for

Teaching	Need based help
Non teaching	Need based help
Students	Earn and learn, fees concession

6.5 Total corpus fund generated | - |

6.6 Whether annual financial audit has been done   Yes [✔]   No [ ]

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

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

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes   Yes [ ] No [✓]

For PG Programmes   Yes [ ] No [✓]

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NA

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NA

6.11 Activities and support from the Alumni Association

Career guidance to students, counselling regarding campus interviews

6.12 Activities and support from the Parent – Teacher Association

Awareness regarding professional courses

6.13 Development programmes for support staff

The College had organised a State-level workshop Training Program for Laboratory of Science departments under the aegis of BCUD, SPPU.

6.14 Initiatives taken by the institution to make the campus eco-friendly

Plantation activities, Cleanliness, road repair, created new washrooms, Swatcha Bharat Abhiyan

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

> --

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

> As per the Plan of Action chalked out, most of the proposed plans were carried out. Details are in 2.15 in Part A

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

> 1. All round support for differently-abled and needy students
> 2. Popularisation of Science among School and Junior College students

Provide the details in annexure (annexure need to be numbered as i, ii,iii)

7.4 Contribution to environmental awareness / protection

> Activities like tree plantation, greening the campus are conducted
>
> A paper in Environmental Science is offered to SY students

7.5 Whether environmental audit was conducted?   Yes ✓   No ☐

  Green Audit of the campus conducted by the Botany department.

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

  IQAC has carried out the SWOT analysis of the College:

  1. Strengths

  Research activities among both students and staff continues to be our strength. Research Centres are very active and with research competition like Avishkar, students also are engaged in research. Faculty have been participating in national and

international seminars and conferences as well as publishing in recognised journals. The proof of this is that this year 5 major projects were completed and two are ongoing. There are five minor projects are ongoing and two new research grants were received. This year faculty members attended 21 international seminars/Conferences including those who presented papers and those who were resource persons. Similarly, 66 faculty members participated in national seminars/conferences including resource persons and paper presenters and 34 faculty members attended state-level seminars/conferences. 16 papers were published in international journals, 22 in national 4 in conference proceedings and 1 in an e journal.

This year the College has launched a Certificate Course in GST course. The College has a Centre for Foreign Languages and this year a Certificate Course and Advanced Course in German Language were introduced.

The College's commitment to the needs of students has continued this year as well with the Resource Centre for Differently-abled having organised several activities.

Departments of Mathematics, BBA, Computer Science, Botany, Sociology and Biotechnology organised Exhibitions in their respective fields and invited college students, teachers and school students to visit, thereby creating interest in the subject.

Campus interviews were conducted for students of Chemistry and Biotechnology. Cultural programs and competitions were organised by departments of Computer Science, and by Arts and Commerce faculty.

2. Weakness

Generation of funds has been limited to research grants and self-financing courses. For over-all development we need to find ways of raising finances. Lack of qualified staff for self-financed courses. Placement opportunities are inadequate. Insufficient funds for building maintenance.

3. Opportunities

There is scope for offering new courses, and value-added courses. There is also a lot of scope for collaborative activities. New push for skill development by the Central Government has opened new avenues of training and certification. College can explore the possibilities of launching diverse skill development courses.

4. Threats

Reliance on state fund for much of the College's activities and development. Students are taking admission to distance / external mode of education.

8. Plans of institution for next year

1. Utilisation of the first instalment of the CPE – II grants

2. Supplementing the infrastructure at departments of Zoology, Botany, English, Psychology, Sociology and the Library building

3. Rain Water harvesting system installed at Administrative building and P G School building.

4. Replacement and supplementation of fire extinguishers in crucial locations

5. Renovation of the play ground and constructing compound wall

6. Expansion of the Staff Parking lot

7. Expansion of the Computer Lab of the Computer Science department

8. Establishing a Innovation and Entrepreneurship Cell

9. Establishing a Centre for Value Added Courses & offering multiple skill based courses to students of all faculties and levels

10. Conducting an IQAC national seminar on "Accomplishing Excellence through Quality Assurance System".

11. Conducting quality related teacher training programs on Paperless Data Management System and on E-content Development

12. Applying for the next phase of DST-FIST grants

13. Applying for STAR College grants under DBT

14. Applying for international, national and state level seminars under the Quality Improvement Program of the Savitribai Phule Pune University

15. Setting up a Shed Net house for saplings

16. Starting the MCA in Science program

Name: Dr. Kamalakar Bhat   Dr. R J Barnabas

Signature of the IQAC Coordinator   Signature of the IQAC Chairperson

Annexure I

Feedback Analysis Report

<u>Alumni Feedback on Current Syllabus</u>

The University of Pune has changed the syllabus in the academic year 2013-14. Therefore, in the year 2014-15, the college has decided to take a feedback on current syllabus from the alumni. There are 21 departments in the college and the IQAC decided to choose 5 alumni from each department. The sample size for the feedback was 105. The data collected with the help of structured questionnaire.

The responses received from the respondents are presented in the following table

Table No 1.

Sr. No.	Questions	Opinions		Total
		Yes	No	
1	Fulfillment of needs	99	06	105
2	Clear idea about the purpose of the Course	100	05	105
3	Fulfillment of objectives after completion of course	101	04	105
4	Contents of the syllabus have developed a sustained interest	103	02	105
5	Optimum curriculum load without any pressure	80	25	105
6	Assessment strategies are explicit in the curriculum	95	10	105
7	Curriculum proved useful at workplace	95	10	105
8	Syllabus was pleasantly challenging	91	14	105
9	Easy access to prescribed/reference books	97	08	105

More than 90 percent of the respondents agreed that the current syllabus fulfilled their needs, it gave them clear idea about the purpose of the course, and it also fulfilled their objectives after completion of course. They also felt that contents of the syllabus had developed a sustained interest in them, agreed about the explicit nature of the assessment strategies in the curriculum, and also found that the curriculum was useful at workplace, it was pleasantly challenging, and they had easy access to prescribed/reference books. Whereas 80 per cent respondents opined that the curriculum load was optimum without putting any undue pressure on them.

Teachers' Feedback on the Current Syllabus

The University of Pune has changed the syllabus in the academic year 2013-14. As a policy matter the college authority has decided to take the opinion of the faculty after the change in the syllabus. The number of teachers from various departments contributed in syllabus restructuring process. Therefore, the IQAC decided to get first hand feedback from teachers. There were 148 teachers working in the year 2014-15 in grantable and non-grantable sections. The feedback is taken from all the teachers working in the college. So the sample size for the feedback was 148. The data were collected with the help of structured questionnaire.

The responses received from the respondents are presented in the following table

Table No 2.

Sr. No.	Questions	Opinions		Total
		YES	NO	
1	Role in designing the curriculum	47	101	148
2	Objectives are appropriate & explained clearly	143	05	148
3	Syllabus accurately describes the course	137	11	148
4	Work required for the course is sufficient	136	12	148
5	Tasks in curriculum enable analysis and solving of problems	141	07	148
6	Syllabus offers research possibilities	131	17	148
7	Syllabus entails reference work	142	06	148
8	Possibility of community projects related to the course	104	44	148
9	Syllabus includes useful textbooks	138	10	148

10	Allotted time to complete the syllabus is sufficient	129	19	148
11	Amount of material for the course is reasonable	142	06	148
12	Difficulty of material for the course is appropriate	136	12	148

More than 87 per cent of the respondents opined that objectives of the syllabus were appropriate & explained clearly, it accurately described the course, and the work required for the course was sufficient. They also expressed that the tasks in curriculum enabled analysis and solving of problems. They also believed that the syllabus offered research possibilities, entailed reference work, included useful textbooks, the time allotted to complete the syllabus was sufficient, and the amount of material for the course was reasonable. 70 percent of the respondents agreed that there was possibility of community projects related to the course. More than 68 per cent respondents however mentioned that they had not played any role in the designing the syllabus.

Parents' Feedback on Current Curriculum

The University of Pune has changed the syllabus in the academic year 2013-14. Therefore, in the year 2014-15, the college has decided to take a feedback on current syllabus from the parents. There are 21 departments in the college and the IQAC decided to choose 5 parents from each department. The sample size for the feedback was 105. The data collected with the help of structured questionnaire.

The responses received from the respondents are presented in the following table

Table No 3.

No.	Questions	Opinion		Total
		Yes	No	
1	Do you think that the curriculum took your child's academic and professional needs into account ?	93	12	105
2	Did the syllabus contain a statement of objectives ?	94	11	105
3	If yes, could you understand the objectives in terms of their learning outcomes ?	90	15	105
4	Has your child complained about any aspect of the syllabus while doing the course?	27	78	105
5	Have you felt that the topics in the syllabus were too limited/vast?	35	70	105

6	Do you feel that the contents of the syllabus matched your child's academic interest/aptitude?	97	8	105
7	Do you think that the syllabus needs revision?	67	38	105
9	Do you think that the curriculum would provide job opportunities to your child?	94	11	105
10	Did the syllabus encourage your child to go beyond it, to consult people/other resource?	95	10	105

Sr. No.	Question	Opinions			Total
		Very often	Rarely	Never	
Q.8	How often have you discussed the relevance of the syllabus with teachers?	32	54	19	105

More than 87 per cent of the respondents positively responded that the curriculum took child's academic and professional needs into account, syllabus contained a statement of objectives, they could understand the objectives in terms of their learning outcomes, the contents of the syllabus matched child's academic interest/aptitude, the curriculum would provide job opportunities to child, the syllabus encouraged child to go beyond it and consult people/other resource. About 64 per cent of the respondents felt that there was a need to revise the syllabus.

However, more than 67 per cent of the respondents complained about some aspects of the syllabus while doing the course and also they found that the topics in the syllabus were too limited/vast.

The respondents were also asked about how often they had discussed the relevance of the syllabus with teachers to which about 82 per cent responded by saying that they very often or rarely discussed with teachers whereas 18 per cent never discussed with their teachers.

Students' Feedback on Current Curriculum

(Post Graduate)

The University of Pune has changed the syllabus in the academic year 2013-14. Therefore, in the year 2014-15, the college has decided to take a feedback on current syllabus from the students. There are 19 postgraduate departments in the college and the IQAC decided to choose 10 students from each department . The sample size for the feedback was 190. The data collected with the help of structured questionnaire.

The responses received from the respondents are presented in the following table

Table No 5.

Sr. No.	Questions	Opinions		Total
		Yes	**No**	
1	The course fulfils my learning needs	175	15	190
2	Course objective were clear to me	177	13	190
3	Course contents met with my expectations	168	22	190
4	Contents were illustrated with adequate examples	178	12	190
6	Course exposed me to new knowledge and practices	174	16	190
7	Course content has contemporary relevance	147	43	190
8	Course seems useful to me in getting a job	173	17	190
9	The structure of the syllabi is systematic	171	19	190
10	Topics included are of equal importance	158	32	190

Sr. No.	Question	Opinions			Total
		Too High	Too Low	Adequate	
Q.5	The level of the course was Adequate?	63	37	90	190

More than 89 per cent of the respondents opined that the present syllabus fulfilled their learning needs, course objective were clear to them, course contents met with their expectations, contents were illustrated with adequate examples, course exposed them to new knowledge and practices, course seemed useful to them in getting a job, the structure of the syllabus was systematic.

More than 77 per cent of the respondents agreed that the topics included were of equal importance and the course content had contemporary relevance.

While answering the question regarding the adequacy of the level of the course, about 47 per cent agreed that it was adequate, whereas 19 per cent felt that it was too low, 34 per cent felt it was too high.

Students Feedback on Current Curriculum

(Under Graduate)

The University of Pune has changed the syllabus in the academic year 2013-14. Therefore, in the year 2014-15, the college has decided to take a feedback on current syllabus from the students. There are 21 departments in the college and the IQAC decided to choose 10 students from each department. The sample size for the feedback was 210. The data collected with the help of structured questionnaire.

The responses received from the respondents are presented in the following table

Table No 6.

Sr. No.	Questions	Opinions		Total
		Yes	**No**	
1	The course fulfils my learning needs	197	13	210
2	Course objective were clear to me	189	21	210
3	Course contents met with my expectations	193	17	210
4	Contents were illustrated with adequate examples	196	14	210
6	Course exposed me to new knowledge and practices	192	18	210
7	Course content has contemporary relevance	186	24	210
8	Course seems useful to me in getting a job	183	27	210
9	The structure of the syllabi is systematic	192	18	210
10	Topics included are of equal importance	190	20	210

Sr. No.	Question	Opinions			Total
		Too High	**Too Low**	**Adequate**	

Q.5	The level of the course was Adequate?	67	21	122	210

More than 87 per cent of the respondents opined that the present syllabus fulfilled their learning needs, course objective were clear to them, course contents met with their expectations, contents were illustrated with adequate examples, course exposed them to new knowledge and practices, the course content had contemporary relevance, course seemed useful to them in getting a job, the structure of the syllabus was systematic, the topics included were of equal importance.

While answering the question regarding the adequacy of the level of the course, about 58 per cent agreed that it was adequate, whereas 10 per cent felt that it was too low, 32per cent felt it was too high.

24. Important Events

May 2017	Departmental development & academic plan preparation by H.O.D.
	Result & Admission of Std. XIIth
	Formation of different committees for 2016-17
June 2017	Admission of XIth and F.Y.B.A./ B.Sc./ B.Com., undergraduate and postgraduate classes.
	Hostel Admissions
	Principal's welcome address to XIth and F.Y. students
	Junior College and Senior College classes begin
July 2017	Application for fee concessions and Scholarships
	Addmission for IInd year postgraduate students
	Formation of Student's Council
	Formation of Various Student Assocations/ Groups
	Submission of filled up exam. forms to University /Board
Aug. 2017	Filling up of October Board /University Examination forms.
	Departmental and student Association Activities
	Magazine committee and notice of inviting articles for magazine
	Celebration of Independence Day 15th August
	Post Graduate Exam. forms to be submitted
	Unit Test I - Junior College
	Mrs. Ruthbai Hivale Elocution Competition

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	Mid-Term
Sept. 2017	Senior College Unit Tests
	Department and students Activities
	H.S.C. Examination forms to be filled in and submitted for March 2015 Exam.
Oct. 2017	**Term End Examination**
Nov. 2017	* Diwali Vacation
	* University Examinations
	* Departmental Activities
	* XIIth Preliminary Examination
Dec. 2017	Post Graduate Exam., Study Tours, Excursions
	Science Exhibition
Jan. 2018	College re-opens after Christmas Vacation
	Founder's Day, Departmental Activities, Cultural Day, Sports Day
	Unit Test II for Junior College
	FY/SY/TY University Exam. forms to be submitted
	Celebration for Republic Day - 26th Jan. 2016
	Annual Prize Distribution
	Madhava Mathematics Competition
	Book Exhibition
Feb. 2018	University Foundation Day 10th Feb.
	H.S.C. Annual Exam.
	Mathematics Exhibition
	Computer Exhibition
March 2018	Final Clearance for all classes
	Annual Examination for XI classes
	Annual Examination for FY classes
	Science and Commerce practical examination.
April 2018	SY/TY Annual Examinations
	Post Graduate Examination.

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Annexure III

Best Practices of the institution

1. **Title of the Practice:**

    Outreach Program to Popularize Science

2. Objectives of the Practice:

Popularization of science is one of the its key areas with the purpose of infusing scientific attitude in the students mind, through means of display, publications, programmers' etc.

1. Development of scientific temper among students and citizens.

2. To explain application and importance of science in various stages of life.

3. To explain about importance science's contribution in social development.

4. To raise awareness of the importance of scientific and technological research and innovations.

5. To encourage entrepreneurs to be innovative.

6. To inculcate research component among the students.

7. To initiate, formulate, promote, support and implement demonstration projects with science and technology inputs for uplift of students.

3. The Context:

It is observed that students do not have access to latest information about developments in the field of sciences. Neither do the students have access to sophisticated laboratories to perform experiments and learn basic concepts in sciences. Further, the general public also is keen to have awareness about recent developments in science and technology in general. School and junior college (pre-degree) students also need motivation to develop a scientific spirit. With this background the science departments organize science exhibitions every year about concepts of science and its relevance in one's life. These exhibitions are open to the public. Students from

neighbourhood schools and junior colleges are specifically invited to visit these exhibitions. Every year departments of Computer Science, Biotechnology, Botany, Geography and Mathematics conduct subject related exhibitions. The theme of exhibits is different every year. Some of the exhibits are interactive and are in the form of games or computer oriented, thus entertaining the visitors. Concepts are represented in the form of models, games and audio-visuals.

4. The Practice:

The departments organizes project exhibition every year. Students participate in this with a small project or exhibit. The projects are selected with the help of the mentors who guide them about the quality and clarity of ideas and underlying basic principles. During the process of selection of projects students interact with their friends and finally take advice from the mentors. During the process of consultation they clarify their ideas and thoughts and finally come to a project or exhibit with appropriate learning value. At the exhibitions the students who prepare the exhibits/projects present them to the visitors. The visitors are able to learn the underlying principles. Some projects are made interactive and the visitors can take part in the process and understanding the working of the exhibits.

Local public and the neighbourhood schools are informed about the dates of these exhibitions in advance. A large number of school and college students and citizens visit these exhibitions. The projects are explained to them in a simple language. Mentors guide the students to make their presentations correctly as far as the underlying scientific principles are concerned. The visitors interact by asking their queries and some by giving feedback on how this activity can be made more informative.

These exhibitions are also visited by the experts and projects are evaluated depending on certain pre-decided criteria. These evaluation criteria include innovativeness of the project/exhibit, understanding of the student(s), effectiveness of the presentation etc. After evaluation the best projects are selected for awards. The awards given are in the form of certificate, and books. These awards encourage more and more students to excel in selection of projects and their presentations. Students in general are advised to make their notes during their visit to exhibition and finally to write a report on their overall understanding of the projects. Through this they revisit mentally what they have learned during the exhibition and confirm it. The students who have presented their projects also are advised to write a report on what they have learnt during

the exhibition, about the difficulties encountered by them and feedback they received from visitors.

5. Evidence of Success

The evidence of success of this practice is measured on three grounds: the benefit to the students making the presentations, benefit to the faculty members mentoring the student participants and the benefit to the visitors.

Student participants who organize these exhibitions and make presentations in these hone several skills including leadership, teamwork, public speaking, social communication and politeness. The experience of participating in the exhibitions helps them to develop clarity about the specific topic in particular and the subject in general. They emerge as confident communicators. Further, their own motivation for further study is enhanced. Many of them develop an interest in undertaking research. The number of students progressing to the next level of study is very high from among the participants of these exhibitions.

These exhibitions are also beneficial to the faculty members who mentor the student participants. They have an opportunity to interact personally with the students and mentor them. As the topics are often new, they also get to update their own understanding of these topics. They also benefit from the feedback received from the visitors. Another evidence of its success is that the number of students and faculty members taking an interest in participating in these exhibitions is increasing each year.

The third evidence of the success of this practice is the increasing popularity of the exhibitions. The number of schools and junior colleges visiting the exhibitions has been increasing every year. One of the indicators of its impact may be that the number of applicants to the 11th standard admission has been on the rise.

6. Problems Encountered and Resources Required

This practice has been going on for more than five years. The departments organizing these exhibitions have gone up too. While initially only three departments used to organize such exhibitions, now there are five. While in terms of ideas and enthusiasm, there is abundance on the part of the faculty and students, material and human resources required to put up a good

exhibition are often a challenge. Since the exhibitions are on a large scale, each year we require to invest more money, more man-hours and more materials. Yet, these exhibitions cannot generate any income as no entry fee is charged. Hence, resource management is the major problem encountered.

**

1. Title of the Practice:

Empowering to Differently-Abled Students

2. Objectives of the Practice:

To establish a centre for training, providing resources, and supporting differently-abled students.

To adopt innovative approaches for educating, training, and rehabilitating students with disabilities.

To organize sensitization programmes for the stakeholders.

To promote teaching and research in disability studies with interdisciplinary perspectives.

To create a platform for the Differently-abled to express their needs and exhibit their potentials

To empower students with different abilities to live life with dignity.

To protect the rights of the differently-abled students by undertaking various integrative rehabilitation measures.

To provide necessary infrastructure conducive to fulfill their learning requirements.

To undertake special educational and extracurricular activities to empower differently-abled persons.

To deploy the use of technology for enabling access to higher education

To create a centre that provides emotional, psychological and social support to the differently-abled.

3. The Context:

In India, persons with disabilities tend to be poor, and devoid of support mechanism. There is a connection between disability and chronic poverty. Studies show that persons with disabilities lack access to basic services, education, employment, credit, land and other resources. Poverty here has to be seen not only from the economic perspective, but also from the point of social exclusion and powerlessness. In our society, persons with disabilities also tend to experience discrimination. Exclusion from full participation in social, cultural, and economic life and from academic opportunities substantially increases their risk of poverty. Education is being increasingly viewed as a significant tool of empowering the differently-abled persons. Education can play a vital role in helping them to live with dignity and honour, confidence and independence. In this context, the BPHE Society's Ahmednagar College, Ahmednagar, operates a Resource Centre for Differently-abled (RCDA) with the explicit purpose of empowering the differently-abled. This centre is financially supported entirely by the College management.

4. The Practice:

Every year around 20-30 differently-abled students take admission in different faculties. Differently-abled students include:

1. Students with visual disability including partially blind, low vision and total visually disabled.

2. Students with total or partial auditory disability

3. General students willing to study special education as major or optional subject at undergraduate, postgraduate level

4. Researchers Computer scientists can get very good laboratory set up to work on their projects related to development of assistive technology.

5. Students with hearing impairment and orthopedic get necessary help.

In order to facilitate easy access to students with special needs, the centre has designed differently-abled friendly infrastructure. To facilitate access to classrooms, ramps are created in the classroom complex. The visually-challenged students are provided writers during the examinations. There is a separate committee to look after the progression, development and smooth working of this centre.

The Centre has a specially equipped lab with advanced computer systems, internet connectivity, screen readers, talking software, special software for the visually challenged such as; NVDA-screen reading software, Jaws 9–Hindi screen reading software, Safa-typing software, Magic-screen magnification software, Zoom text -for those with low vision and other devices specially designed for differently-abled people.

The Centre maintains an audio library that includes a collection of almost 1900 audio books in English, Marathi and Hindi for all the subjects including law and competitive exams. These books are also distributed to the differently-abled students in other colleges to use free of charge.

The Centre has a recording studio for preparing audio books, cassettes and CD/DVDs etc. Volunteers from our college and Ahmednagar city come and read and record text books, novels, notes etc. for visually challenged students.

The Centre's library of Braille books has a collection of 100 Braille books in English, Marathi & Hindi, and subscribes to magazines on current events in Braille, to help students prepare for competitive examinations.

A group of 20 students of the college form a 'Readers and Writers Club' and volunteer to be available for visually challenged students to read or write for them.

Student volunteers are trained to help the visually challenged and orthopedically handicapped in their mobility around the college campus.

Care is taken that the physically challenged students are encouraged to take admissions to any faculty they wish to study in and concession in fees and hostel accommodation is provided if needed. The students are helped to apply for various scholarships provided by the government and non-government agencies. The campus has ramps at every necessary place such as the

administrative building, class rooms, library and the hostel. The campus has a social environment that is friendly towards the differently-abled.

5. Evidence of Success

i) The students become self-confident to move in the society without any complex.

ii) The resources like software, brail texts, audio books etc., in the RCDA have increased.

iii) Students from other colleges as well as others approach RCDA to use its facilities. The number of such persons has increased since opening of this facility.

iv) The RCDA has signed an MoU with Technical Training Institute's Poona Blind Men's Association for training the RCDA students in ICT in 2017.

v) Following are the achievements of our students:

1. Mr. Pradip Londhe passed the NET exam in Economics in 2012. He is also selected as Probationary Officer in Central Bank of India
2. Mrs. Jadhav Anuradha passed the NET examination in Sociology 2013.
3. Miss Jyoti Tavale has been selected as Supervisor in Integrated Child Development Service in Ahmednagar Z. P.
4. Mr. Majahar Shaikh has been selected as clerk in Indian Railway in 2012.
5. Mrs. Sundar Falke has been selected as clerk in S.T. Mahamandal in 2011.
6. Mr. Krushna Tavale has been selected as clerk in Ahmednagar Collector Office in 2014.
7. Mr. Pokharna Sanket Sanjay ranked first in 12th Board examination held in February 2011 by HSC Board Pune in Commerce.
8. Ms. Kavita Annasaheb Ghadge received Rs. 15,000 as scholarship from the UDIS Forum Coimbatore, Tamilnadu for three consecutive years.
9. Ms. Reshma Bhide, visually impaired girl passed 12th Board examination after a gap of 15 years. This was possible with the effort of the volunteers of the RCDA. She has also completed the Mobility training course in NAB, Mumbai.
10. Visually challenged student of the centre Mr. Sunil Bachkar selected as junior clerk in the Municipal Corporation, Solapur through competitive examination.

11. Mr. Kiran Ketmalas received Rs. 31,000 as scholarship for pursuing technical education by the National Handicapped Fund Development Corporation of India.

6. Problems Encountered and Resources Required:

i) The resources required depends on type of disability hence a variety of resources are required.

ii) There is constraint on expansion.

iii) The centre is not self-supporting.

iv) These differently-abled students find themselves isolated in the regular classes hence special attention is required.

v) Placement assistance for differently-abled students needs to be developed.