



## Yearly Status Report - 2018-2019

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>	BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY), PUNE
Name of the head of the Institution	Prof. Manikrao Salunkhe
Designation	Vice Chancellor
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02024407100
Mobile no.	9922699313
Registered Email	bvuniversity@yahoo.co.in
Alternate Email	vc.bvdu@bharatividyaapeeth.edu
Address	13, Sadashiv Peth, Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg,
City/Town	PUNE
State/UT	Maharashtra
Pincode	411030

<b>2. Institutional Status</b>	
University	Deemed
Type of Institution	Co-education
Location	Urban
Financial Status	Self financed and grant-in-aid
Name of the IQAC co-ordinator/Director	Prof. S. F. Patil
Phone no/Alternate Phone no.	02024407100
Mobile no.	9822307348
Registered Email	bvuniversity@yahoo.co.in
Alternate Email	prof.sfpatil@gmail.com

<b>3. Website Address</b>	
Web-link of the AQAR: (Previous Academic Year)	<a href="http://bvuniversity.edu.in/media/pdfs/AQAR201718.pdf">http://bvuniversity.edu.in/media/pdfs/AQAR201718.pdf</a>
<b>4. Whether Academic Calendar prepared during the year</b>	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="https://www.bvuniversity.edu.in/naac/document1819/academiccalendar1819.pdf">https://www.bvuniversity.edu.in/naac/document1819/academiccalendar1819.pdf</a>

<b>5. Accrediation Details</b>					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	A	86.25	2004	03-May-2004	02-May-2009
2	A	3.16	2011	30-Nov-2011	29-Nov-2016
3	A+	3.53	2017	28-Mar-2017	27-Mar-2024

<b>6. Date of Establishment of IQAC</b>	30-Aug-2002
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<b>7. Internal Quality Assurance System</b>	
Quality initiatives by IQAC during the year for promoting quality culture	

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
<b>No Data Entered/Not Applicable!!!</b>		
<a href="#">View File</a>		

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

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Bharati Vidyapeeth (Deemed to be University)	Category - I University status	UGC	2018 2555	0
BVIEER is selected as Project Management Unit for Geospatial Capacity Building Program of the NRDMS for the country	Natural Resource Data Management System, (NRDMS), DST	Dept. of Science and Technology, Govt. of India	2018 730	3000000
Y.M. College of Arts, Science & Commerce, Pune	DST-FIST	DST	2018 730	9500000
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**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View File](#)

**10. Number of IQAC meetings held during the year :**

3

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

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

? Participation in NIRF ranking. ? Implementation of soft skills and computer program for the non teaching staff. ? Completion of NABH accreditation of Medical College Hospital, Pune and Interactive Research School for Health Affairs, Pune. NABH accreditation of Medical College Hospital, Sangli and Ayurved College Hospital, Pune is in process. ? Initiated faculty and students exchange programme with Universities such as : Orebro University, Malerledon University, Mid Sweden University, Lund University, Stockholm University, Linnaeus University, Sweden Malardalen University, Sweden University of Cologne, Germany ? Exam Reforms: • Concealed Digital Evaluation System • Online Question Paper Distribution System • Automated Paper Setting through Question Banks

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

Plan of Action	Achivements/Outcomes
<b>No Data Entered/Not Applicable!!!</b>	
<a href="#">View File</a>	

**14. Whether AQAR was placed before statutory body ?**

Yes

Name of Statutory Body	Meeting Date
Academic Council	20-Jan-2020

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

No

**16. Whether institutional data submitted to AISHE:**

Yes

Year of Submission

2019

Date of Submission

01-Feb-2019

**17. Does the Institution have Management Information System ?**

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

Bharati Vidyapeeth (Deemed to be University) and its constituent units are using some form of Enterprise Resource Planning System (ERP) and Management Information System (MIS) for quite a few years. The departments and processes in the University and individual institutes were automated through appropriate software. Finance

departments were using Tally software whereas all the other departments were using custommade software designed as per their needs. In 201516 University started moving towards integration of its academic and administration related processes through the use of a Management Information System (MIS) (referred also as an Enterprise Resource Planning System ERP software). PureStudy Educational ERP was implemented across the University as a step towards this. Student and teacher related information was managed through this system. But the finance departments were still using Tally systems. In 201718 University decided to use internationally acclaimed academic process automation solution from Oracle Corporation. University selected their two products for implementation: ? Oracle Fusion Financials to manage finance related processes ? Oracle Peoplesoft Campus Solution to manage academic and administrationrelated processes Oracle Fusion Financials was procured and pilot implementation was initiated in 201718. This is a cloud based Software as Service (SAS) platform. It consists of following modules: ? Oracle Fusion Purchase ? Oracle Fusion Planning and Budgeting ? Oracle Fusion Financial Accounting ? Oracle fusion Inventory The pilot for this was initially done in fourconstituent units. The implementation for all colleges will start once the reports are to the satisfaction of all stakeholders from the finance department. In the year 201819, Universityprocured Oracle Peoplesoft Campus Solution. It consists of modules to manage student and teacher data. Following is a list of modules related with student data: ? Student recruitment and admissions ? Student finance ? Student records ? Student selfservice Following is a list of modules related with faculty data: ? Faculty Records ? Curriculum Management ? Grades ? Faculty Self Service Its implementation is in progress. We have started the use of student module to automate admission process in some institutes. Adding faculty records in the Oracle Peoplesoft system to use it for Curriculum Management and Faculty Self Service is in process. In basic

faculty record, the research work done and papers published by the faculty will be added by faculty using Faculty Self Service. The Oracle Peoplesoft Campus Solution enables constituent units to get various reports related to students, faculty and academics. We are also progressing in student finance and curriculum management for first term in 2019. We have completed admission process for 11 constituent units and curriculum management is in progress at two constituent units. These modules will be implemented in all constituent units by October 2019. Oracle Fusion Finance and Oracle Peoplesoft Campus Solution cohesively integrate together to provide a seamless automation of processes across the University. This will be carried out by integrating Student Fee Data from Oracle Peoplesoft Campus's Student Finance module and Oracle Fusion Finance's Account Receivables module.

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Design and Development

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

Name of Programme	Programme Code	Programme Specialization	Date of Revision
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

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

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

#### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
BVA	Applied Arts	02/07/2018
BA	Commercial Photography	02/07/2018
BA	Photography & Cinematography	02/07/2018
MSc	Audiology	02/07/2018
MSc	Speech-Language Pathology	02/07/2018

BTech	Computer Science & Business Systems	02/07/2018
BBA	BPM	02/07/2018
<a href="#">View File</a>		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the University level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BVA	Applied Arts	01/07/2018
BA	Commercial Photography	01/07/2018
BA	Photography & Cinematography	01/07/2018

### 1.3 – Curriculum Enrichment

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

Value Added Courses	Date of Introduction	Number of Students Enrolled
X-Ray Technician	02/07/2018	6
<a href="#">View File</a>		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
<b>No Data Entered/Not Applicable !!!</b>		
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### 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

Feedback Obtained
<p>Institutes under the ambit of the University take feedback on various aspects from all its stakeholders namely students, parents, alumni, academicians and employers periodically. Some institutes have adopted on-line Google forms for taking the feedback some use the Lime Survey while some others have off-line mechanisms in place. In online feedback system, a form is designed by IQAC of the concerned constituent unit by considering all aspects such as infrastructure, laboratory facility, library, computer and internet facility, teaching-learning, curriculum planned, administrative work etc. Computerized analysis of the feedback is carried out regarding the deficiencies on various aspects from time to time. The feedback is communicated to concerned faculty members, staff and remedial action is taken against the deficiencies. The efficacy of the remedial actions is assessed by the authorities and improvements made accordingly. In addition to online feedback system, other</p>

modes of collecting feedbacks are also adopted like Open Loop Feedback System wherein students are free to give feedback regularly on teaching methodology, academic progress report and CR report wherein student class representative report to the Principal / Director. Utilization of Feedbacks: Feedback on Curriculum Aspects: Institutes take regular feedback on overall curriculum, usefulness of subjects for higher studies, relevance of contents of subject to industry requirement, the importance of the curriculum for overall development. Committee of experts comprising academicians, researchers, employers, alumni and student representatives give feedback time to time and the same is considered for the design and/or revision of curriculum. These feedbacks are communicated to BOS for further needful action. Feedback on Teaching-Learning: Feedback is taken from students on the teaching abilities of each faculty member covering following aspects : • Communication, content and delivery • Generating interest in the subject • Accessibility of teacher • Timely completion of syllabus • Regularity and punctuality in conducting classes • Regularity in internal assessment • Transparency and fairness in evaluation • Timely feedback on students performance • Use of ICT in teaching The feedbacks are utilized to find out strengths and weaknesses of teachers. Feedback is communicated to the concerned teacher. Depending upon the feedback, College/ Institute organizes Capacity Building Program / Quality Improvement Program for faculty members. Further counselling and guidance are provided for improvement in teaching on continuous basis. Addedly the faculty members are appreciated and recognized for their good performance. Feedback on Infrastructure and other facilities: Regular feedback on infrastructural facilities of the institute is taken from students and parents and necessary steps are taken for improvement. For the colleges offering education in health sciences, such as Medical College, Dental College, College of Ayurved and the Homeopathy College, feedback for the associated hospitals are also taken separately from their patients and staff, for improving the services.

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

#### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

### 2.2 – Catering to Student Diversity

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

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	17509	5658	1051	543	225

### 2.3 – Teaching - Learning Process

#### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used



1819	1712	95	350	67	100
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

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

Student mentoring plays an important role to boost the learning process of students, with differing needs across the curriculum. The students at Bharati Vidyapeeth (Deemed to be University) come from different parts of the country and also from abroad. They face a lot of problems while adjusting to the new college, accommodation, food, friends, teachers and many other issues. To guide them and help them for smooth transition, a formal Student Mentoring System is in place in all constituent units of the University. Mentoring starts at pre-admission stage. The students are counselled to select a particular programme after considering his/her educational and other background. After admission, an Induction Program is organized at the very beginning, to orient the new students about the curriculum, functioning of the Institute and its departments, regular events organized, 'Code of Conduct' and expectations from the students. 'Anti Ragging' undertaking is taken from all the students. After this broad orientation programme, the new entrants are assigned to a faculty mentor, depending on the staff and student strength of each institute. The teacher acts as a guardian of the student and provides counselling whenever required. Formal meetings of each mentor with the wards are conducted. Students can also approach the mentor at any time for any academic or any other guidance required. The main objective of Student-Mentor Programme is to provide an emotional and psychological support to the students. Responsibilities of Mentor:

- Meets the group of students once a month and more often if required.
- Monitors, counsels, guides and motivates students in all academic matters.
- Contacts parents/guardians if situation demands e.g. academic irregularities, negative behavioural changes and interpersonal relations, detrimental activities etc.
- Gives advice to the students in their career development / professional guidance, including selection of a particular elective / specialization / career path and guidance for selection of the company, presenting project report and also for the final placement as applicable in the Engineering or Management Stream.
- Informs the principal/director and the parents, in case of untoward event about student.
- Maintains a brief but clear record of all meetings and discussions with students.

In addition to Student–Mentor Programme, at the next higher level, coordinators are appointed for every class who shoulder the responsibility of maintaining detailed progress report of students in all subjects and monitor student's regularity and discipline. To make the student's educational journey smooth and comfortable, various supportive committees are functional at institute and University level. These include :

- Students' Welfare Committee
- Hostel Committee
- Student Grievance Redressal Cell
- Anti Sexual Harassment Committees
- Placement and Guidance Cell
- International Students' Cell

Thus, once the student is admitted to Bharati pariwar, personal attention is given to his or her requirements. Students are mentored by faculty members at every stage in the academic journey. To conclude, mentoring is accompanying, sowing, catalyzing and harvesting the students to tap their talent and potential.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
23167	1819	1:13

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
1434	1819	106	215	374

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

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
<b>No Data Entered/Not Applicable !!!</b>			
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## 2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
14	22579	0.06

## 2.6 – Student Performance and Learning Outcomes

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

<https://bvuniversity.edu.in/index.php/programme-and-course-outcomes>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

## 2.7 – Student Satisfaction Survey

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

<http://www.bvuniversity.edu.in/naac/document1819/StudentSatisfactionSurvey1819.pdf>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Promotion of Research and Facilities

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

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
National	Dr. Pankaj Bansode	Fellowship in EFIAGES	09/02/2019	Indian association of Gastrointestinal endosurgeons
National	Dr. Pravin Borkar	Fellowship in EFIAGES	09/02/2019	Indian association of Gastrointestinal endosurgeons
National	Dr. Rachana Gaidole	Fellowship in EFIAGES	09/02/2019	Indian association of

				Gastrointestinal endosurgeons
National	Dr.Varshali Keniya	Pain Medicine Fellowship	17/05/2019	Daradia pain Clinic, Kolkata
National	Dr.Parag Munot	Pain Medicine Fellowship	15/04/2019	Daradia pain Clinic, Kolkata
International	Padmanjali Amarsinha Pandit	Visiting Fellow in dermatologic laser surgery	31/05/2019	Ramathibodi Hospital, Mahidol University
International	Kanupriya	Fellowship of Paediatric Endocrinology	07/06/2019	ESPE (European Society of Paediatric Endocrinology)
International	Dr. Sachin Mangalekar	Fellow of Pierre Fauchard Academy (PFA)	22/12/2018	Pierre Fauchard Academy (PFA)
International	Dr. Shamita Kumar	SWAGATA Fellowship	12/10/2018	Erasmus-University of Gottingham, Germany
International	Dr. Harshad Patil	Early Career Fellowship	01/01/2019	Wellcome Trust/DBT India Alliance
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3.1.2 – Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

Name of Research fellowship	Duration of the fellowship	Funding Agency
No Data Entered/Not Applicable !!!		
<a href="#">View File</a>		

### 3.2 – Resource Mobilization for Research

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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
<a href="#">View File</a>				

### 3.3 – Innovation Ecosystem

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

Title of workshop/seminar	Name of the Dept.	Date
Workshop on Bio-ethics	College of Nursing, Sangli	23/01/2019
Responsible use of ICT	College of Nursing, Navi Mumbai	24/01/2019
One Day workshop on "Fundamentals of IPR:	New Law College, Pune	08/01/2019

Patenting, Trademark Copyright"		
IPR and Business Seminar By Adv H B keshava	Institute of Management Entrepreneurship Development, Pune	03/01/2018
Cyber Security, Seminar By - Adv H B keshava	Institute of Management Entrepreneurship Development, Pune	04/01/2018
AVSAR 3.0 -Incubators Through Industry Partnerships	Institute of Management Research, New Delhi	18/12/2018
Knowledge Sharing Session (KSS) on Cryptocurrency to spread awareness about use of digital currency and the concept of block chain.	Institute of Management Research, New Delhi	10/01/2019
Workshop on "Financial Wellness for Youth"	Institute of Management Research, New Delhi	11/01/2019
Workshop on 'Performance Evaluation Tools'	College of Architecture, Pune	28/11/2018
Workshop on Indian Green Building Council Accreditate Professional	College of Architecture, Pune	12/03/2019
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### 3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Innovative teacher of India, Organizing NSS innovative programmes of University	Mr. K. V. Mohite	Vishwamata Foundation, Pune	24/09/2018	National
IITB Research Internship award	Aadil Jawed	BVDU college of Engg Pune	17/10/2018	University
IITB Research Internship award	Md. Shakir J. Ahmad	BVDU college of Engg Pune	17/10/2018	University
IITB Research Internship award	Gaurav Goyal	BVDU college of Engg Pune	17/10/2018	University
IITB Research Internship award	Abhishek Pande	BVDU college of Engg Pune	17/10/2018	University
IITB Research Internship award	Shruti Mane	BVDU college of Engg Pune	17/10/2018	University
IITB Research Internship award	Anjali Sharwan	BVDU college of Engg Pune	17/10/2018	University
IITB Research Internship award	Snehal R.Patil	BVDU college of Engg Pune	17/10/2018	University

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### 3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
IRSHA	Real World Nutrition Laboratory Foundation	BVDU	Linseed value added products from hull and de-oiled cake. low carbohydrate, high fibre. omega-3-ATTA MIX.	Backward integration with linseed growing farmers, produce omega-3 enriched food products to add value to linseed and forward linkage with the consumer	17/06/2019
BVDU CoE	Gopal Krishna Tiberwala	Self-Sponsored	Scootywala Wheel Rentals Limited liability Partnership	Aggregator platform which provides two wheeler on rent	14/07/2018
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### 3.4 – Research Publications and Awards

#### 3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
Yashwantrao Mohite College of Arts, Science and Commerce, Pune	10
Institute of Management Entrepreneurship Development, Pune	13
Institute of Management Research, New Delhi.	8
Institute of Management Rural Development Administration, Sangli.	2
Institute of Management, Kolhapur	2
Abhijit Kadam insti. of Mgt and Social Sciences, Solapur.	1
Yashwantrao Mohite Institute of Management, Karad	1
Medical College, Pune	7
Medical College Hospital, Sangli	1
Dental College Hospital, Pune	2
College of Ayurved, Pune	6
College of Nursing, Pune	3
College of Nursing, Sangli	2

Centre for Health Management Studies and Research,Pune	1
Poona College of Pharmacy, Pune	5
Interactive Research School for Health Affairs, Pune	3
Rajiv Gandhi Institute of IT BT, Pune.	3
College of Engineering, Pune	13
College of Physical Education, Pune	4
New Law College, Pune	2

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

Type	Department	Number of Publication	Average Impact Factor (if any)
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
<b>No Data Entered/Not Applicable !!!</b>	
<a href="#">View File</a>	

3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
<b>No Data Entered/Not Applicable !!!</b>						
<a href="#">View File</a>						

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

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
<b>No Data Entered/Not Applicable !!!</b>						
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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
<b>Attended/Seminars/Workshops</b>	137	499	264	355

Presented papers	75	115	32	29
Resource persons	36	141	108	110
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### 3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultan(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
NA	NA	NA	0
<a href="#">View File</a>			

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

Name of the Consultan(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
No Data Entered/Not Applicable !!!				
No file uploaded.				

### 3.6 – Extension Activities

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

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
0	0	Null	Null
<a href="#">View File</a>			

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

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
<a href="#">View File</a>			

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!				
<a href="#">View File</a>				

### 3.7 – Collaborations

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

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
<a href="#">View File</a>			

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

3.7.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

## **CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 – Physical Facilities**

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

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
7724	2077

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
Video Centre	Existing
Seminar halls with ICT facilities	Newly Added
Classrooms with LCD facilities	Newly Added
Seminar Halls	Newly Added
Laboratories	Newly Added
Class rooms	Newly Added
Campus Area	Existing
<a href="#">View File</a>	

### **4.2 – Library as a Learning Resource**

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

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
SOUL (Solapur Management)	Partially	2.0	2006



Library Management System (Tomcat) (Dental, Navi Mumbai)	Partially	8.5	2009
Library Management System (Dental, Sangli)	Partially	1.0	2010
Library Management System (Nursing, Navi Mumbai)	Partially	2.0	2010
Libsys Software (SSC)	Partially	1.0	2010
SOUL (Medical, Pune)	Fully	2.0	2009
Library Management System ( Homoeopathy College)	Partially	1.0	2011
SOUL ( Pharmacy College)	Partially	2.0	2012
SOUL (YMC)	Partially	2.0	2012
SOUL ( Institute of Environment)	Partially	2.0	2013
Library Management System (Architecture)	Fully	1.0	1999
SOUL (Dental, Pune)	Fully	2.0	2003
Library Management System (Hotel Management)	Fully	1.0	2007
SOUL ( Medical, Sangli)	Fully	2.0	2008
Library Management software ( Ayurved College)	Fully	1.0	2010
Library Management System (RGITBT)	Fully	1.0	2010
Library Management System (Nursing, Pune)	Fully	1.0	2010
SOUL (IMED)	Fully	2.0	2011
SLIM (Law College)	Fully	1.0	2013
E-Granthalaya (Management, Sangli)	Fully	4.0	2014

E-Granthalaya (Management, Karad)	Fully	3.0	2017
Library Management System (Nursing, Sangli)	Fully	1.0	2018
SOUL (Delhi Management)	Fully	2.0	2018
OPAC System (Physical Education)	Fully	2.0	2016
Library Management System (Engineering College)	Fully	1.0	2016
EasyLib (Management, Kolhapur)	Partially	6.0	2005

#### 4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

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

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e- content
Mrs. S.U.Kulkarni	Stability analysis tools in control system	You Tube	20/05/2019
Mr. S.G.Desai	Introduction to ETAP and load flow analysis	You Tube	08/08/2018
Mr. V.V.Mehtre	Short circuit analysis in ETAP	You Tube	22/08/2018
Dr Erach Bharucha	Sub- Social Work education Paper- Environment and Society Nature and Culture in India - Part I and II Biogeographic Zones of India	E- Pathashala developed by Tata Institute of Social Sciences, Mumbai	08/06/2018
No file uploaded.			

#### 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Co mputers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departme nts	Available Bandwid th (MBPS/	Others
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								GBPS)	
Existing	5173	87	5030	29	32	6	29	2000	0
Added	130	1	0	0	0	0	0	0	0
Total	5303	88	5030	29	32	6	29	2000	0

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

2000 MBPS/ GBPS
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#### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Impartus System (Session/Lecture Recording Facility)	<a href="http://a.impartus.com">http://a.impartus.com</a>
Darim Studio	<a href="http://ele.bvuict.in/ele/course/view.php?id=534">http://ele.bvuict.in/ele/course/view.php?id=534</a>
Recording of Educational Videos using Smart Phones	<a href="http://elib.bvuict.in/moodle/course/view.php?id=20">http://elib.bvuict.in/moodle/course/view.php?id=20</a> , <a href="http://elib.bvuict.in/moodle/course/view.php?id=23">http://elib.bvuict.in/moodle/course/view.php?id=23</a> , o <a href="http://elib.bvuict.in/moodle/course/view.php?id=99">http://elib.bvuict.in/moodle/course/view.php?id=99</a>
Recording of Guest Sessions using Professionals	<a href="http://elib.bvuict.in/moodle/course/view.php?id=22">http://elib.bvuict.in/moodle/course/view.php?id=22</a>
Presentation Tools	<a href="http://ele.bvuict.in/ele">http://ele.bvuict.in/ele</a>

#### 4.4 – Maintenance of Campus Infrastructure

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

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
17349	16510	29928	10427

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

University and its constituent units have appropriate procedures and policies for maintaining and utilizing physical, academic and support facilities (such as laboratory, library, sports complex, computers, classrooms etc.) as per the requirements of respective Academic Faculty and Programme. All constituent units ensure that enough funds are allocated for maintenance of these facilities. Yearly requirements are obtained from all departments as per their needs and accordingly appropriate allocation is done in annual budgets. Each constituent unit has dedicated committees to look after in-house infrastructure. These committees keep regular vigilance so that necessary measures are adopted at earliest to avoid inconvenience caused by system failures. The maintenances and utilization of support infrastructure facilities are carried out by Estate and Building Departments of University. Following is a brief representative list of procedures and policies for maintaining and utilizing physical, academic and support facilities across the University. Some variations in policy do exist from institute-to-institute to accommodate local

requirements. Laboratory: Facilities in laboratories are maintained by respective HODs and concerned staff. Lab in-charge and assistants are appointed for each laboratory to look after the utilization of respective facilities. Programme specific laboratories (e.g. Physics Laboratory, Chemistry Laboratory etc.) are available to students as per their programme requirements. Laboratory utilization plans are prepared in advance before the commencement of an academic session. Each laboratory maintains a utilization register. Library: Each constituent unit has its own library headed by a librarian. The librarian is supported by the assistant librarian and necessary support staff (e.g. peons). Libraries are generally kept open from 8.00 am to 8.00 pm on regular days. It is extended during examination period. Sports Complex: University has its own sports facilities such as Football Ground, Basketball Courts, Volleyball Courts, Cricket facility, Track Field facilities, Table-Tennis facilities etc. These facilities are supported by expert staff and coaches. All these facilities are maintained by support staff on regular basis under the supervision of sports staff. Sports Department of the University is supported by each constituent unit's sports department. Computers: Maintenance of computers, peripheral devices (e.g. printers, scanners, photocopiers etc.) and networking devices (e.g. switches, routers, firewalls etc.) is carried out through AMCs. Data backup strategy is rigorously followed as a preventive maintenance for software, data and ICT services. Computer laboratories are available to students as per their programme requirements. Internet browsing centers are open for free access to the students. Each staff-member (teaching and administrative) is provided with a PC and Internet connection. Classrooms: Facilities in the classrooms are maintained by respective HODs and concerned staff. Lab in-charge and assistants are appointed for each laboratory (computer related laboratory, science related laboratory etc.) to look after the maintenance of respective facilities. The overall maintenance of housekeeping is generally given on contract basis. Physical Security is maintained through an agency on contract basis. Fire-fighting systems are maintained through the annual maintenance contracts (AMCs). The quality of drinking water is periodically tested. The overhead water tanks are also cleaned periodically.

<https://bvuniversity.edu.in/naac/document1819/policiesandprocedures1819.pdf>

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Fee Concession	193	6825100
Financial Support from Other Sources			
a) National	Other sources	333	10106020
b) International	Other sources	54	4260000
<a href="#">View File</a> <a href="#">View File</a>			

#### 5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2018	Career enhancement	188	1119	42	419
2018	GPAT	60	56	31	39
2018	Free Judicial Academy & Training	167	114	36	94
2018	Aptitude Test coaching	180	180	125	125
2018	NET Coaching	23	Nil	Nil	Nil
2018	Training for IGBC exam	59	Nil	33	Nil
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
29	29	7

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
No Data Entered/Not Applicable !!!					
<a href="#">View File</a>					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
No Data Entered/Not Applicable !!!					
<a href="#">View File</a>					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
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No Data Entered/Not Applicable !!!

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#### 5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Total	Inter-Collegiate	1307
Athletics (Men/Women)	Inter-collegiate	156
Table Tennis (Men/Women)	Inter-collegiate	76
Football (Men/Women)	Inter-collegiate	304
Handball (Men/Women)	Inter-collegiate	120
Volleyball (Men/Women)	Inter-collegiate	236
Basketball (Men/Women)	Inter-collegiate	204
Badminton (Men/Women)	Inter-collegiate	112
Chess (Men/Women)	Inter-collegiate	99

[View File](#)

#### 5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
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No Data Entered/Not Applicable !!!

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Some of the grant-in-aid units have active student council while the other constituent units have representation of students on academic and administrative bodies/committees of the institution. The Student Council (SC) usually consists of Head of the institution as the Chairman, two-three senior faculty members, a meritorious student from each class, ladies representatives, sports, NSS, and cultural representatives. The major objectives of the SC are to bring the common problems of the students to the notice of the authorities and get them resolved. The council encourages the students to help the college in maintaining the discipline and in organising various programmes. The SC involves in the activities like planning field and industrial visits, organization of various curricular, co-curricular and extra-curricular activities, finding solutions to day-to-day problems of the students through discussions with appropriate authorities, helping the placement cell in its activities, organising the alumni meets and publication of the magazines, etc. SC caters to community outreach, developing linkages with other institutions, environment sensitization in the institution and the university as a whole. The role of these Council members is to help in co-ordination of curricular, co-curricular, extracurricular activities and events as per the directives from the faculty members. They work as liaison officers for the students and the faculty. They motivate other fellow students to participate in the various activities organized by the institution. The SC encourages the students to develop their leadership skills as well as the professional skills. Apart from this, there is representation of the students on academic and administrative

committees of the institution. These committees take care for the augmentation of various infrastructural, academic and administrative activities for the benefit and welfare of the students. They play an important role in arranging various co-curricular activities like organizing special guest lectures of eminent speakers and industrialist, seminars, workshops, symposium, national and international conferences etc. To imbibe the Indian culture the students celebrate important days like National Festivals, Birth/Death Anniversaries of important leaders, International Yoga day, Women's day, Teachers Day, World Literacy Day etc. The student representatives on Anti-ragging Committee, College Development Committee, Students Grievance Redressal Committee, Women's Empowerment, Magazine and Wall Magazine Committee, Sports and cultural committee help in creating awareness about ragging among the students through talks, discussions and display of anti-ragging boards inside the college, canteen and hostels give suggestions regarding the new system to be included in the curriculum and up gradation of the facilities give the suggestions related to facilities available on campus nurture the value of gender sensitization among both the male and the female students monitor and assess the contents of the articles, poems, drawings, sketches etc work rigorously for the organization, planning and execution of sports and cultural activities and such other activities. These student representatives work enthusiastically and whole heartedly in each committee there by contribute in enhancement of quality and reputation of the institution. This participatory approach helps them to develop professional and leadership skills and evolve as a considerate and helpful human being.

#### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Bharati Vidyapeeth (Deemed to be University) has a registered alumni association. Its Registration No. is Maha/94/2017/Pune dtd. 13/0/2017. It is a non-profit organization having thousands of members in India and abroad. The alumni of our university hail from diverse fields like modern medicine, Ayurveda, homeopathy, dental sciences, engineering, fine arts, architecture, management, environment, physical education, law and biotechnology and are professionals, entrepreneurs, teachers, artists, scientists, social workers. Vision and Mission of the alumni association embodies the trust that alumni form a key component in the continued success of the university as a leader in higher education. Vision: - To espouse a lifelong relationship between the institution and its alumni Mission: - To assist and advance the alumni in the pursuit of excellence, continue the friendships formed in the institute, build strong and mutually beneficial ties between the institute and its alumni, promote goodwill in community and create a dynamic alumni programme that will stimulate interest, build loyalty, increase involvement and generate support for the institute to fulfil the mission "Social Transformation through Dynamic Education". Goal: - To foster, maintain and support a naturally beneficial relationship between alumni and the institution As alumni become more discerning regarding their charitable investments of time and talent, it is incumbent upon institutions to add value to the alumni engagement experience. Categories of alumni engagement include voluntary roles, experiential events, philanthropic investments and communication, supporting the mission and strategic goals of the university. Voluntary roles includes governing or advisory board members career mentors public advocates and classroom speakers. Experiential implies the events for celebration and strengthening the bond, by traditional events such as homecomings and reunions. Diverse opportunities exist for alumni to make philanthropic investments meaningful to the donor and strongly support the university's mission. Communication indicates strong meaningful and informative interaction with alumni.



It includes popularity reflected from 'likes' on social media posts. Important role of alumni network- 1. Alumni are the best advertisers of the university, constructively helping build the reputation of university by attracting students, faculty and prospective employers. 2. Alumni are great inspiration and mentors to current students as achievers, go-getters, examples of professional, financial research success stories. 3. A strong mutual affiliation of alumni helps in creating family like feeling among alumni and the university, with feel of warmth and loyalty All 29 units of Bharati Vidyapeeth (Deemed to be University) have their own Alumni Associations, most of which are registered, independently deciding programmes for each academic year. Composition of Alumni Association : It comprises of President, Secretary, Treasurer and eight alumni members form the working group of the alumni association. A common meeting of NAAC coordinators, the President and Members of alumni association of Bharati Vidyapeeth (Deemed to be University) and that of units, IQAC Coordinator and Hon'ble Vice Chancellor is conducted once in a year. The University's alumni association and that of constituent units carry out various activities of associations.

5.4.2 – No. of registered Alumni:

42259

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

1242540

5.4.4 – Meetings/activities organized by Alumni Association :

21- Meetings of various Alumni Associations of constituent units were organized and as per agenda business was transacted.

## **CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 – Institutional Vision and Leadership**

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

• Decentralized Governance System : All the Principals / Directors of the constituent units are vested with the following powers : 1) They are the drawing and disbursing officers of the respective constituent unit. 2) They are empowered with identifying and engaging the required visiting faculty from the industry and the top academic institutions of international and national importance. 3) They have full academic freedom to schedule their academic calendar and connected activities. 4) In respect of research projects the Principal Investigator of the research project is vested with the power of carrying out the purchases by following the institutional procedures and within the sanctioned budget head of the project. 5) Major decisions of the University are taken through various committee systems wherein not only internal members are participating, even the external experts are involved. • Collective Leadership Team Management : The University believes in collective leadership and team management as per guidelines of UGC and various regulatory governing bodies. Each constituent unit of the University is headed by a Principal/Director. He is the Head of the Institute vested with the responsibility and power to monitor the functioning of the constituent unit as per the rules and regulations of the University. In every constituent unit various committees are formed for effective functioning of the unit. Each department is headed by the Head of the Department who is in the rank of professor. The complete department administration is managed by the Head of the Department in consultation with the faculties of the concerned department. All decisions of the constituent unit are taken through committees consisting of the faculties, students and non-teaching staff. Most of the committees are



chaired by the Principal / Director of the constituent unit. The culture of collective leadership is inculcated by delegating various powers to the Head of the Departments. There is participation of faculty, non-teaching staff, students as well as parents in these committees wherever applicable. Meetings are held periodically for discussing the issues and challenges, developmental aspect of the Institute. The inputs received from various stakeholders of the institute are reviewed and implemented. These practices have resulted in improvement of the quality of education, research etc. The HODs and respective chairpersons of the various committees have the autonomy to formulate the policies and execute them. Faculty members are encouraged to develop leadership skills by being in charge of various academic, co-curricular and extracurricular activities. Students are empowered to play an active role as coordinator/member of various committees like IQAC, grievance redressal committee, cultural committee, sports committee, student council etc. The University promotes a culture of participative management by involving the staff and students in various activities. Both students and faculties are allowed to express themselves of any suggestions to improve the excellence in any aspect of the Institute. The faculty members are provided with freedom to collaborate for their academic/research work with national and international agencies and institutes of repute for strengthening the academic activities.

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

Yes

## 6.2 – Strategy Development and Deployment

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

Strategy Type	Details
Admission of Students	Admissions to various courses are through All India Common Entrance Test conducted by the University. University gives wide publicity to the admission process through display on the University's website, advertisements in leading local and national newspapers and through digital media. The information brochure contains all the relevant information pertaining to admission to the course. The university accepts applications online through a well-developed system that facilitates for selection of examination city/centre and payment through online mode. The entrance test for various courses is conducted at many centres throughout the country. Admissions to UG/PG courses of Health Sciences are made by DGHS.
Industry Interaction / Collaboration	IndustryInstitute Interaction Cellsof constituent units enable students to upgrade their practical skills and apply domain knowledge to solve industrial problems. Industry-Institute Partnership Cell (IIPC), established in the year 1999, with the initial grant of AICTE and has been awarded an "Excellent" grade by AICTE.University

has collaborated with Tata Consultancy Services (TCS) to implement 4-Year B.Tech. (Computer Science and Business Systems) and 3-Year BBA(BPM) to support employability with industry growth. Every year Zensar Technology and Tech-Mahindra conduct 6-week Employability Skills Development Programs for engineering graduates. Industry Internships across India is provided for students from all UG programmes.

Human Resource Management

University has policies for management of human resources in all phases of procurement, training, appraisal, welfare and compensation. Positions for faculty and staff are filled through prescribed procedures of University in keeping with norms laid down by UGC, AICTE, AYUSH, Government of India and other statutory bodies. Salaries are as per the norms of government including gratuity, provident fund etc. Employees have benefit of Annual, Maternity, Paternity, Casual, Medical and Earned Leaves along with Public Holidays, Vacations etc. Sevak Kalyan Nidhi, Employee Health Scheme, Prevention of Sexual Harassment Cell, Grievance Redressal Cell are in place for the benefit of employees.

Library, ICT and Physical Infrastructure / Instrumentation

Library: ? University conducts periodic Skill Development programmes for its Librarians to enhance their efficiency. ? University has created various User Guides to encourage its students, teachers and researchers to access resources provided by INFLIBNET (e.g. e-ShodhSindhu, ShodhGanga, ShodhGangotri, JGate etc). ? University periodically assesses the use of its various Subscriptions (Online and Offline) ? University periodically analyses usage reports of its digital subscriptions to assess their usage status and viability. ? University has setup its Online Information Resource Center at following URL: o <http://elib.bvuict.in/moodle> ICT: ? Each constituent unit have designated ICT Coordinator, Website Coordinator and e-Learning Coordinator (having specific profiles) to ease ICT management at institute level. ? University has upgraded the Internet facility to minimum 32 Mbps at each of its constituent unit to support

efficient use of required ICT services. ? University periodically conducts ICT related Skill Development trainings to its teaching-staff, non-teaching staff and researchers: o Teaching Staff - ICT Services offered by the University o Non-teaching Staff - Responsible use of ICT o Researchers - ICT Ecosystem for Research Physical Infrastructure / Instrumentation: BharatiVidyapeeth (Deemed to be University), Pune is a multi-faculty and multi-campus organization. It offers academic programmes across 12 academic faculties: Arts, Social Sciences and Commerce, Science, Law, Medical Sciences, Dentistry, Ayurved, Homoeopathy, Nursing, Pharmaceutical Sciences, Management Studies, Engineering and Technology and Interdisciplinary Studies. University and its constituent units are well equipped with respective academic-faculty and programme specific physical infrastructure and instruments. It is periodically updated as per the guidelines of respective regulatory authorities, research trends and industry requirements(e.g. speech and hearing software such as PRAAT, for carrying out practical experiments in Audiology and Speech Language Pathology).

Research and Development

Research and development has symbiotic relationship with teaching learning. Graduate and post-graduate students are encouraged to visit RD institutions. Motivational lectures, partial funding, access to state of art equipment and laboratories are encouraged to create positive environment for research. Collaboration within and between institutions, with industry and international organizations is facilitated. Best Researcher award is given to the faculty member every year on the University Foundation Day. Before submission of the project to funding agency, it is reviewed by the Research Committee of the concerned constituent unit. Further, clearance from ethics and biosafety committee is mandatory wherever necessary.

Examination and Evaluation

The performance of students is monitored on a continuous basis throughout the semester by use of

various internal assessment modes such as tests, assignments, projects, research work, library assignments, presentations, quizzes, writing articles, case analysis, group work, industry training etc. The choice based credit system is followed in almost all programmes conducted by the University except Medical, Dental, Ayurveda and Homoeopathy examinations, which are conducted as per respective council's norms. Progress of the Ph.D. scholars is monitored through presentation and six monthly report submitted by the Advisory Committee. The University has automated almost all systems required for the examination process.

Teaching and Learning

Teaching learning activity is planned with the objective of attainment of course outcome and the programme outcomes. The academic calendar is planned in advance, is followed meticulously. Various teaching methodologies are adopted by the faculty members to enhance the learning process such as lectures, project based learning, laboratory work, practical based work, industry exposure, library assignments, research projects, field work, experiential learning, study tours, role plays, debates, presentations, invited lectures by practitioners, student seminars, and assignments. Due emphasis is placed on ICT based teaching. The e-resources such as videos and study material is uploaded online at the ICT portal.

Curriculum Development

The faculty members along with experts and distinguished scientists from industry and academia are actively involved in curriculum development. Learning outcomes for each programme is specified. Feedback obtained from employers, parents, students, examiners and alumni are taken into consideration for framing and revising the syllabi. The draft syllabus is placed before the respective Board of Studies and the Faculty recommendations made are placed before the Academic Council. for approval. The present curriculum adopted for various programmes is in tune with the requirement of industry and the society. Emphasis is given on practical training, placement and training in industry, wherever applicable.

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

E-governance area	Details
<p>Planning and Development</p>	<p>University is in a process of integrating all its academic and administrative activities through the use of an academic ERP solution from Oracle Corporation (Oracle Peoplesoft Campus Solution). This ERP provides Management Information System (MIS) support through various dashboards and reports. These dashboards and reports will provide necessary support to the management in planning and development activities.</p>
<p>Administration</p>	<p>University and its constituent units are using some form of Enterprise Resource Planning System (ERP) and Management Information System (MIS) for quite a few years to automate its administrative processes. The processes in the University and individual institutes were automated through appropriate software. In 2015-16 University started moving towards integration of its academic and administration related processes through the use of an integrated academic Enterprise Resource Planning (ERP) System. PureStudy Educational ERP was implemented across the University as a step towards this. In 2017-18 University decided to use internationally acclaimed academic process automation solution, Oracle Peoplesoft Campus Solution, from Oracle Corporation to manage academic and administration related processes across the University.</p>
<p>Finance and Accounts</p>	<p>Finance and Accounts departments of the University and its constituent units were using Tally software. In 2017-18 University started moving towards integration of related processes across the University and decided to use internationally acclaimed accounting and finance solution, Oracle Fusion Financials, from Oracle Corporation to manage finance related processes across the organization.</p>
<p>Student Admission and Support</p>	<p>University provides admission support to the students through its portal at "<a href="http://admissions.bvuniversity.edu.in">http://admissions.bvuniversity.edu.in</a>". The student support is provided through different communication channels such as e-mails, SMSs, telephonic</p>

conversations as well as personal counselling at respective institutes.

**Examination**

University's Exam Section has automated almost all its processes through effective and efficient use of Information and Communication Technology (ICT) - from online examination forms to online certificates through National Academic Depository (NAD).

**6.3 – Faculty Empowerment Strategies**

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

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

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
<b>No Data Entered/Not Applicable !!!</b>						
<a href="#">View File</a>						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
1282	1819	2977	4489

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
<ul style="list-style-type: none"> <li>The fringe benefits like Pension, Gratuity, GPF, Medical reimbursement and LTC for</li> </ul>	Health scheme, Sevak kalyan nidhi, PF, Gratuity, Maternity leave facility Bank loans on	Earn and learn scheme, Health services, Student insurance scheme, Fee concession, Book bank and

the teachers in aided colleges. • Health scheme, Sevak kalyan nidhi , PF, Gratuity, Deputation of teachers for PG / Ph.D. programmes, Maternity leave facility, Bank loans on priority basis from Bharati co-operative bank Ltd. for self financed institutions.

priority basis from Bharati Co-operative Bank Ltd.

Gymnasium.

#### 6.4 – Financial Management and Resource Mobilization

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

The University has a mechanism for adequate internal check through continuous auditing of its financial transactions. Scrutiny of the account records pertaining to the revenue and other receipts are regularly audited. Reports submitted by the Internal Auditors are reviewed by the Heads of the constituent units and Finance and Accounts officer of the University and necessary actions are taken. The external audit of the accounts is conducted once in a year by statutory auditor appointed by the Board of Management. The report of the external auditor is placed before the Finance Committee. The recommendations of the Finance Committee on the audit are placed before the Board of Management for its consideration and approval. In addition to this, there is an audit from Department of Higher Education, Government of Maharashtra which is conducted by Senior Government Audit officials for verification of utilization of funds of the Government of Maharashtra which is usually done once in a year.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	NA
No file uploaded.		

6.4.3 – Total corpus fund generated

139500000

#### 6.5 – Internal Quality Assurance System

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

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

6.5.2 – What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)

• Various committees are established to effectively perform the specific duties with full autonomy to their functioning in each constituent unit • Principals and Directors have the autonomy with respect to administration and academic programmes. • Constituent Units have a full freedom to plan for new courses as per the needs of the society. • University provides freedom and full support to plan for new courses as per the need of the society and National skill



development programme. • Autonomy is given in academic planning and monitoring.  
• Deans and HOD's are given full autonomy in their respective domains.

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

• Parent-teacher meetings are organised to address the issues of students and parents in all the constituents units. • Many local parents offered active assistance in social and community activities. • Parents having self-employment and placed at senior corporate level proactively help in getting students in-plant training, sponsored projects, industry visits, sponsorship to college tech-fest, training programs and placement activity of College of Engineering, Pune. • During PTA meetings feedback obtained from parents is analysed and corrective measures are taken.

#### 6.5.4 – Development programmes for support staff (at least three)

• Hospital staff are trained in BLS, Medical emergency management, Safety codes, Biomedical waste management practices, Vulnerable patients' management, etc. • Various CDE programmes and Hands on workshops are organized for support staff of Dental Colleges. • Various training programmes were conducted for para medical staff of Nursing Colleges. • MIS training for the office staff is conducted. • Yoga training and Dance therapy on stress management are organized. • ICT and ERP training programmes are conducted for support staff. • Training programme is organized for non-teaching staff on communication skills and behaviour • Non-teaching staff are deputed for training to various institutes.

#### 6.5.5 – Post Accreditation initiative(s) (mention at least three)

• Digitization of answer scripts and onscreen evaluation. • Strengthening ERP system. • Initiation of NABH accreditation and NABL re- accreditation in Medical College, Pune. • Strengthening of Faculty and students exchange programmes at international level. • Procuring more industry sponsored and international projects.

#### 6.5.6 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	Yes
c) ISO certification	Yes
d) NBA or any other quality audit	Yes

#### 6.5.7 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

### CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

#### 7.1 – Institutional Values and Social Responsibilities

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

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Awareness and	28/06/2018	28/06/2018	18	5



remedial measures for sexual harassment and gender equity - for class IV workers				
Awareness and remedial measures for sexual harassment and gender equity - for newly admitted 1st year MBBS students	16/10/2018	16/10/2018	78	59
Lecture on "Constitution of India" & "Empowerment of Women"	16/08/2018	16/08/2018	90	60
Lecture by Dr. G. P. Prasad, Assistant Director NIRBS, Pune on social media for AYUSH sector	30/10/2018	30/10/2018	45	42
Debate	17/09/2018	22/09/2018	6	2
Street play on gender sensitivity by the NSS volunteer	22/11/2018	22/11/2018	54	26
Gender sensitivity among youth	18/09/2018	18/09/2018	24	47
One Day Workshop in association with NHRC on "Rights of Women"	12/01/2019	12/01/2019	45	25
Celebration of Breast feeding	01/09/2018	08/09/2018	13	5
Celebration of Womens Day Gender Sensitivity (street play)	08/03/2019	08/03/2019	50	70

Gender Sensitivity (street play)	08/01/2019	13/01/2019	20	25
Youth Exchange Program in Katerini, Greece Topic: ?Gender Equality in Journalism- Getting the Balance Right?.	15/09/2018	22/09/2018	2	2
Awareness / Promotion of various schemes available under Yuva Mahiti Doot	24/02/2019	28/02/2019	40	60
Street Play on Women Empowerment: Ek Udaan Soch Ki	24/02/2019	28/02/2019	35	45
Self-Defense Workshop for girls organized by NSS	07/07/2018	09/08/2018	85	15
Session on "Women in Workforce" by Manisha Kale	05/03/2019	05/03/2019	60	70
International Women's Day	08/03/2019	08/03/2019	170	78
Women's Day Celebration	08/03/2019	08/03/2019	25	20
Guest lectures on Women's Empowerment	08/03/2018	08/03/2018	40	20
Gender sensitization	27/08/2018	27/08/2018	180	150
Gender sensitivity among youth	18/09/2018	18/09/2018	24	47
"Dare to Dream" inspirational stories of women achievers	19/03/2019	19/03/2019	78	302

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

Percentage of power requirement of the University met by the renewable energy sources

- Regular training of waste disposal for faculty, PG students and technicians.
- Air quality monitoring equipment available in Dhankawadi campus which works upto a radius of 5 km.
- Tree plantation programmes by students and staff of all the constituent units.
- Conducting environmental awareness programme and Swachata Bharat Abhiyan.
- Use of LED and solar lamps in campuses.
- Arranging village cleanliness drive at nearby villages during NSS winter camps.
- Environment awareness during Ganesh visarjan.
- Awareness programme on International Environmental Law Environmental Justice Movement in India.
- Street plays by students explaining the catastrophic consequences of environmental degradation.
- Organization of save the river water campaigns during Ganpati festival.
- Awareness program on prohibition of cigarette smoking and tobacco.
- Organization of awareness campaign on junk food and road safety.
- Generating awareness among students and staff to reduce use of plastic and thermocol
- Biogas plant and waste water treatment plant available in Sangli campus.
- Composting of wet garbage

#### 7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	14
Provision for lift	Yes	9
Ramp/Rails	Yes	11
Rest Rooms	Yes	9
Scribes for examination	Yes	10
Special skill development for differently abled students	No	5
Any other similar facility	Yes	1

#### 7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
<b>No Data Entered/Not Applicable !!!</b>							
<a href="#">View File</a>							

#### 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of conduct for Head of the Institution / University Department	29/06/2019	The code of conduct is made available to all HOI/Directors/Principal. It is mandatory for them to adhere to rules and regulations mentioned in the handbook. Professionally the HOI are role models for

		<p>faculty, non-teaching and students so it is imperative that they follow the principles laid in the code of conduct. Any complaint received for breach of the code is forwarded to Vice-Chancellor and necessary action is taken after verifying the matter.</p>
Code of conduct for teaching staff	29/06/2019	<p>It is mandatory for the faculty to follow all the rules and regulations mentioned in the code of conduct handbook. Faculty being role model for students they are expected to adhere to the code of conduct. The HOI is responsible for its implementation. A few complaints received against faculty for non-compliance of code of conduct were dealt with by the HOI and committee appointed to scrutinize the matter.</p>
Code of conduct for Students	29/06/2019	<p>Students are made aware about the code of conduct with regards to campus, classes, research and hostel through website and pamphlets. They are expected to adhere to them as they are the ambassadors of the College/University. A committee is appointed by Principal/Director to look in to matters dealing with non-compliance.</p>
Code of conduct for College Administrative (Non teaching staff)	29/06/2019	<p>It is mandatory for the non-teaching staff to adhere to rules and regulations. Non-teaching staff being the bridge between students and administration they are made aware about their responsibility regarding the code of conduct.</p>
Code of conduct for	29/06/2019	<p>University staff is</p>

University staff

made aware about the code of conduct by publishing a booklet. If any complaints are received then Registrar of the university scrutinizes and accordingly action is taken.

#### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!			
<a href="#">View File</a>			

#### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

- Tree plantation campaigns are undertaken in all campuses.
- Awareness campaigns on environment are conducted.
- Energy efficient appliances like LED bulbs, LED TVs, refrigerators etc. are inducted in day to day use.
- Solar water heater plants are installed in hospitals and boys and girls hostels.
- Sewage water plant is installed in Sangli campus for recycling and is used for garden.
- Water harvesting and Vermicomposting facilities are available in some of the campuses.
- Document management system is in place to encourage paperless environment.
- Campaigning for celebrations of eco-friendly festivals.
- PUC camps are conducted by students for spreading awareness about vehicle pollution.
- Biomedical waste disposal rules regulation as laid down by regulatory body are strictly adhered.
- The animal house waste is disposed to PASSCO Environmental Solutions Pvt. Ltd., Pune for disposal of biological waste.
- Creating awareness by implementing the motto: Reduce- Recycle and Reuse.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

1] Title of the Practice : Internationalisation of Teaching, Learning and Research. Objectives of the Practice : • To improve the quality of teaching and learning through mobility of faculty and students. • To facilitate the development of joint research projects. • To develop intercultural competencies among the students and to become globally competitive. The ability to function successfully in an intercultural, multilingual and international environment and to understand cultural specifics is of crucial importance in today's globalised world. Internationalisation of higher education positively influences development of soft skills, such as intercultural awareness, adaptability, flexibility, innovativeness, productivity, motivation and problem solving abilities in an international team. Such programs not only improve the ability of teachers to adopt better teaching techniques, but also serve to improve the learning process for students and significantly improve the quality of research. The Context : There were several challenges in operationalisation of the process of internationalisation. • India has only recently made internationalisation a key component of its higher education policy. • Heterogeneity of education systems makes it a challenge to match semesters to ensure transfer of credits. • Lack of an internationally recognised credit transfer system. • Orientation of Indian students to teaching methods of international faculty as they focus on a student led learning process with emphasis on self learning. • Providing ICT support for implementation of blended learning. • Setting up support systems for international students and faculty (housing, general orientation) The Practice : The various components of the internationalisation process includes: • Development of courses taught by

international faculty as both specialised workshops and full courses integrated in the curriculum on both sides. • Facilitating student exchange for Summer/ Winter schools in India and abroad. • Organizing international workshops to facilitate exchange of views and fertilization of research ideas among the students and faculty. • Joint Ph.D. supervision. A key learning has been that international cooperation's are successfully if the collaborating faculty have a high degree of trust and camaraderie amongst themselves. This trust building exercise can be strengthened through conduct of activities such as joint field work or short block session by faculty allowing both sides. A key component of the collaboration was internationalisation of the curriculum. This involved inclusion of faculty from both sides in delivering specific courses within the curriculum besides embedding international experience such as internships, joint field work, summer/winter schools and involvement in joint research projects. We initiated the collaboration with these activities and then progressed to joint Ph.D. supervision by the faculty members of partner institutions. In our case the long history of collaboration with concrete joint research publications led to the award of the DAAD 'Passage to India' grant to the specific partnership of the University of Cologne, Germany with the Bharati Vidyapeeth (Deemed to be) University. Evidence of Success : There are several evidences of success. (Data for the last five years include): Number of outbound students from BVIEER to Cologne for summer/winter schools and internships: 55 Number of inbound students from Germany to India for summer/winter schools: 60 Number of inbound students from Germany to India for Masters research: 30 Number of students from India jointly supervised for Ph.D.: 01 Number of students from Cologne jointly supervised for Ph.D.: 04 Number of Masters Thesis supervised by BVIEER faculty: 14 Number of Summer/Winter schools held (as joint field work session): 26 Number of joint international symposia: 11 Number of joint research publications: 7 Number of teaching sessions on Indian faculty in Cologne: 11 (ranging from 15 days to 6 months) Number of teaching sessions of German faculty in India :27 (ranging from 15 days to two months) Joint research projects conducted: 4 Problems Encountered and Resources Required : a. The key barrier faced is the lack of funding on the Indian side making the collaboration entirely dependent on the international funding. b. Lack of policy on part of the Indian institution to internationalise its higher education programs is also a major barrier. c. Limited support of International Cell to handle the numerous requirements of housing, cultural orientation, etc for international students. d. Infrastructural settings to meet international standards (including classrooms, ICT, washrooms, canteens, etc). 2] Title of the practice : Employment Enhancement Programme Objectives of the Practice : Aim of this practice followed by the institution is to enhance the employability of students, thereby increasing the overall placement of the institute. For individuals, employability depends on the knowledge, skills and abilities they possess, in addition to the way they present those assets to employers. For getting a high profile job in a well-established company, simply having a good academic background is not sufficient for a student. In addition to a scholastic record of his/her academic, he /she has to develop capabilities such as analytical skills, soft skills, interview techniques, group discussions etc. Preparing his own resume is the beginning towards his placement. The Context: In designing and implementing the practice, certain challenging issues had to be addressed. Every company that comes for placement has a different requirement from his employee. These requirements depend upon the type of the company, product of the company, location of the company and standard of the company. These requirements also differ discipline wise. Example may be given of company Tata Consulting Services, which insists on giving specialized training as per their requirements. The training which they wish to be given to the students may not suit for some companies in Mechanical or Civil engineering discipline. In that case, special agency has to be employed separately for the students from

Computer, Information Technology Electronics and Electrical branch and separate agency for Mechanical, Civil Branches. This creates a challenge of selecting different agencies and matching their availability with the time slots available to the students. The Practice: This practice involves giving hands-on training to the students on qualitative, quantitative aptitude, solving questions of general knowledge in stipulated time, having positive group discussions. The program starts with a Mind Opener Workshop, consisting of previously asked company questions to give the students a feel of program. Post this, a student is introduced with various concepts and aspects of all the above mentioned parameters by the renowned faculty involved in personality development. To get the instant feel of what he is achieving by these trainings, he is exposed to various types of quick and short tests and assignments. Simultaneously, online Employment Assessability Tests is conducted for the students to expose and know them with their abilities at the beginning of the program. Computational skills and solving company specific questions are covered. Communications skills are taught and practiced from the students. Topic based questions are given for discussions. A special session on " How to write your own resume" is conducted which helps a student to prepare his own resume in an impressive manner. Thus this program enhances the employability of all our students, undergraduate and postgraduate, in order to enable them to compete and flourish in a competitive, fast-moving knowledge-based economy.

This type of course is conducted at University of Kent ,UK, which has successfully proved to be a path of success towards employment. In Indian Higher Education, such programmes are not conducted by the institute.

Employment Enhancement Programme conducted by B.V. College of Engineering proves to be unique in its nature. Only one constraint or limitation of this program is that to complete the required teaching hours of this , a students has to come extra for 2 hours daily in a week or on Saturdays and Sundays and adjust his schedule accordingly. But our experience tells that very happily and willingly students are completing this program as they have identified and realized the fruits of it. Evidence of Success : Success of this program lies in the results of placement. After implementation of this program , the employment scenario has changed significantly to the extent of 15. This year out of 220 students registered for EEP out of which 148 Students were able to clear aptitude test conducted by various companies and 72 students got final placement. Problems Encountered and Resources Required : Preparing the mindset of students was the problem encountered in the initial stage. It is hard to realise and digest for third year students to take extra efforts, spare extra time and study hard, one year before graduation. Also a students at this stage is in a confused state of mind and not able to decide whether he wants to pursue higher education or wants a job. Proper counselling of the students is required to build the confidence about the usefulness of the program. State of the art infrastructure with computer laboratory with internet facility, provision of LCD projector in the classroom are the resources required for conducting the program. Regular help of supporting staff beyond college working hours, appointment of a regular teaching faculty in smooth conduction of the program, support and involvement of Heads of the Departments in counselling the students are requirements for the successful conduction of the program.

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

<https://www.bvuniversity.edu.in/naac/document1819/BestPractices1819.pdf>

### 7.3 – Institutional Distinctiveness

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

BVDU's Flax Bio-Village Concept to Combat Non-communicable Disease Menace



Omega-3 and omega-6 are both essential fatty acids for our normal health, as human body can't synthesize them. Highly skewed omega-6:omega-3 ratio of 20:1 to 50:1 and the resulting dominance of inflammatory pathway, arising from the deficiency of omega-3 fatty acid in modern diet and also the excessive intake of omega-6, is primarily responsible for the unprecedented rise in noncommunicable disease (NCD) like diabetes, heart and respiratory diseases, cancer, obesity, pregnancy complications, mental illness etc. To tackle NCD menace, BVDU has developed an innovative FLAX-BIOVILLAGE concept (FBC). R and D activities of last fifteen years at BVDU's Centre for Innovation in Nutrition Health Disease (CINH-D-IRSHA) validates the FBC. BVDU has developed technologies to resource vegetarian omega-3 fatty acid from high yielding high omega-3 PKV.NL.260 linseed variety to fortify various food products (egg, milk, bread, cereal, chocolate etc), that can reach every home to attain omega-3 nutritional security, combat NCD. "Real World Nutrition Laboratory Foundation" (RWNLF) has been established within BVDU campus, to produce these products on pilot scale, by ensuring the quality. Cold press omega-3 oil is extracted under nitrogen to get very high-grade omega-3 oil, which is sold in retail and bulk and also in form of soft-gels. Omega-3 oil is converted into microemulsion, by a specially designed plant and processed in a clean room. Omega-3 oil emulsion is fully miscible in water and can be used as universal omega-3 and vitamin fortifier, which can be customized to fortify any food products including milk and other dairy products, sweet, chocolates and namkeens. The leftover linseed cake which has still over 10-15 of omega-3 fatty acid in it, is processed further to make omega-3 flour-mix. Omega-3 flour mix, makes the domestic flour healthier as it has cholesterol lowering dietary fibre, good protein, and is very low in carbohydrates. Further linseed cake is also processed to manufacture omega-3 enriched layer feed mix (EFM). EFM when fed to layer birds, they lay omega-3 eggs, enriched with over 250 mg omega-3 fatty acid including 100 mg DHA/egg. Unlike normal egg, ALVELR OMEGA-3 egg not only has lower cholesterol but can lower cholesterol and triglycerides in the human body. In recognition of this highly socially relevant work of BVDU, Government of India, ICAR, has awarded, a special Linseed Value Addition Centre, which interacts with other 15 ICAR linseed centres dealing with preharvest linseed science. Backward integration with farmers, is carried out with the help of Gajanan Maharaj Jawas Utpadak Sangh in Vidharbha, that provides authentic PKV.NL 260 linseed variety to over 1000 participating farmers in Vidharbha. The quality control, therefore starts at raw material level, as all omega-3 products at RWNLF, are derived from an authentic PKV.NL.260 linseed variety. All in all, we believe that FBC, developed and validated by BVDU, if exploited to its full potential, would boost linseed agriculture, poultry, and dairy and edible oil industries and will generate employment and entrepreneurship, omega-3 nutritional security and good health for all.

Provide the weblink of the institution

<https://www.rwnlf.in>

## 8.Future Plans of Actions for Next Academic Year

- Construction of new state of art super specialty building at Medical College, Pune
- Starting of Open Heart Surgery CVTS facility in Bharati Hospital, Pune.
- Starting departments in Medical and Surgical Oncology, Medical and Surgical Gastroenterology, Paediatric Neurology, Infectious Diseases, Diabetology and Rheumatology and Clinical Immunology, Interventional Radiology and Reproductive Medicine and Surgery under the Faculty of Medicine.
- Expansion of molecular pathology and advanced laboratory techniques in FISH, Flow Cytometry, Cytogenetics and Immunofluorescence at Medical College, Pune.
- Foster collaborations with the best in the field of education, research services in the constituent units.
- Organization of National and International conferences with specific themes in various constituent units.
- Starting new Fellowship



Programmes in the Faculty of Medicine. • To introduce Certificate and Skill Development courses in various disciplines. • To strengthen online evaluation system of university examination papers. • To establish Implantology Section, Cleft Lip and Palate Clinic in the Faculty of Dentistry. • To increase seats in Prosthodontics, Conservative Dentistry, Orthodontics Pedodontics in Faculty of Dentistry. • Development of Advance Research Laboratory and applying for NABH accreditation for the Hospital of College of Ayurved, Pune. • To participate in NIRF ranking by some of the constituent units and the University. • Establishment of IDIS Drug Database in the Poona College of Pharmacy, Pune • Strengthening of joint international research programme. • Implementation of Central training programme for Geospatial Capacity Building Program of NRDMS, Dept of Science and Technology, Govt of India in the Institute of Environment Education and Research, Pune. • To continue develop collaborations with national international organizations. • To start off-campus at Navi Mumbai campus for the Faculty of Engineering Technology and the Faculty of Management Studies. • To start B.Tech programs in Computer Science and Business System and Information Technology under the Faculty of Engineering and Technology. • Establishment of National Centre for Immunogenicity Evaluation (NCIE) at Interactive Research School for Health Affairs, Pune • To improve placement package for students and success ratio of placement. • To develop E-contents for sports and physical education. • To organize Faculty Development Programmes and training programme for teaching and non-teaching staff. • To strengthen further Industry-Institute Partnership Programme. • To generate more revenue through testing and consultancy.