



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1. Name of the Institution

**NAV MAHARASHTRA SHIKSHAN MANDAL
SHEVGAON'S LATE. ABASAHEB KAKADE
ARTS
COLLEGE, BODHEGAON, TAL SHEVGAON,
DISTAHMEDNAGAR, MAHARASHTRA.**

- Name of the Head of the institution **Fasale Machhindra Karbhari**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Phone no./Alternate phone no. **02429240494**
- Mobile No: **9421332872**
- Registered e-mail **akakadecollege@gmail.com**
- Alternate e-mail **spadhav2012@gmail.com**
- Address **A/p- Bodhegaon, Tal- Shevgaon,
Dist.- Ahmednagar, 414503**
- City/Town **Bodhegaon**
- State/UT **Maharashtra**
- Pin Code **414503**

2. Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**

- Location **Rural**
- Financial Status **Grants-in aid**
- Name of the Affiliating University **Savitribai Phule Pune University Pune**
- Name of the IQAC Coordinator **Dr. Sunil Parasram Adhav**
- Phone No. **9623633073**
- Alternate phone No. **9765646394**
- Mobile **9623633073**
- IQAC e-mail address **naacakakadecollege@gmail.com**
- Alternate e-mail address **spadhav2012@gmail.com**

3. Website address (Web link of the AQAR (Previous Academic Year))

<http://bodhegaoncollege.co.in/aqar/AQAR-2021-2022.pdf>

4. Whether Academic Calendar prepared during the year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

http://bodhegaoncollege.co.in/uploads/academic_calendar/Academic%20Calender%202021-22.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	75.25	2004	16/09/2004	16/09/2009
Cycle 2	B	2.43	2019	01/05/2019	01/05/2024

6. Date of Establishment of IQAC

26/08/2008

7. Provide the list of funds by Central / State Government

UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Late Abasaheb Kakade Arts College Bodhegaon	scholarship	MAHADBT	2022-23	3621905.10

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **03**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- If No, please upload the minutes of the meeting(s) and Action Taken Report [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

- 1. Regular meetings and compliance to the resolutions made**
- 2. Preparation of Academic Calendar for the academic year 2022-23**
- 3. Timely Submission of AQAR for the academic year 2021-22**
- 4. Regular Teaching-Learning Process**
- 5. Accreditation Process**

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

Plan of Action	Achievements/Outcomes
Review of Previous Year's Action Plan	Identified issues from the previous year's action plan have been addressed, and strategies for improvement have been implemented.
Preparation of Academic Calendar	The academic calendar for 2022-23 has been drafted, considering key events, examinations, and academic activities. It will be circulated for feedback before finalization.
Preparation of Teaching Plan	A comprehensive teaching plan for the upcoming academic year has been developed, emphasizing curriculum coverage and incorporating varied teaching methodologies.
Analysis of Academic Performance	Strategies have been formulated to enhance academic outcomes based on the analysis of performance data from the previous year.
Feedback from Stakeholders	Constructive feedback from students, faculty, and stakeholders has been incorporated into improvement plans, fostering a culture of continuous enhancement.
Revision in the Strategic Plan	Discussions on revising the strategic plan are ongoing, with a focus on aligning institutional goals with emerging challenges and opportunities in the education landscape
Conduct Certificate Courses	The resolution to conduct certificate courses in Arts, Science, and B.C.A streams has been resolved. Planning and

	execution are underway.
Preparation of AQAR	Data for the Annual Quality Assurance Report (AQAR) for the academic year 2020-21 has been reviewed and compiled. The AQAR will be submitted timely, outlining achievements and areas for enhancement.
Review of Progress on Academic Calendar and Teaching Plan	The committee has actively reviewed and adjusted the progress of the academic calendar and teaching plan for the ongoing academic year to ensure alignment with educational goals.
Assessment of Accreditation Preparation	Areas needing attention for accreditation readiness were identified, and a plan has been devised to meet accreditation standards. Ongoing efforts are in place to ensure compliance.

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name	Date of meeting(s)
College Development Committee	28/06/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	NAV MAHARASHTRA SHIKSHAN MANDAL SHEVGAON'S LATE. ABASAHEB KAKADE ARTS COLLEGE, BODHEGAON, TALSHEVAGAON, DISTAHMEDNAGAR, MAHARASHTRA.
• Name of the Head of the institution	Fasale Machhindra Karbhari
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	02429240494
• Mobile No:	9421332872
• Registered e-mail	akakadecollege@gmail.com
• Alternate e-mail	spadhav2012@gmail.com
• Address	A/p- Bodhegaon, Tal- Shevgaon, Dist.- Ahmednagar, 414503
• City/Town	Bodhegaon
• State/UT	Maharashtra
• Pin Code	414503
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Grants-in aid

• Name of the Affiliating University	Savitribai Phule Pune University Pune
• Name of the IQAC Coordinator	Dr. Sunil Parasram Adhav
• Phone No.	9623633073
• Alternate phone No.	9765646394
• Mobile	9623633073
• IQAC e-mail address	naacakakadecollege@gmail.com
• Alternate e-mail address	spadhav2012@gmail.com
3. Website address (Web link of the AQAR (Previous Academic Year))	http://bodhegaoncollege.co.in/aqar/AQAR-2021-2022.pdf
4. Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	http://bodhegaoncollege.co.in/uploads/academic_calendar/Academic%20Calender%202021-22.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	75.25	2004	16/09/2004	16/09/2009
Cycle 2	B	2.43	2019	01/05/2019	01/05/2024

6. Date of Establishment of IQAC **26/08/2008**

7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Late Abasaheb Kakade Arts College Bodhegaon	scholarship	MAHADBT	2022 - 23	3621905.10

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9. No. of IQAC meetings held during the year	03	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
1. Regular meetings and compliance to the resolutions made		
2. Preparation of Academic Calendar for the academic year 2022-23		
3. Timely Submission of AQAR for the academic year 2021-22		
4. Regular Teaching-Learning Process		
5. Accreditation Process		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		

Plan of Action	Achievements/Outcomes
Review of Previous Year's Action Plan	Identified issues from the previous year's action plan have been addressed, and strategies for improvement have been implemented.
Preparation of Academic Calendar	The academic calendar for 2022-23 has been drafted, considering key events, examinations, and academic activities. It will be circulated for feedback before finalization.
Preparation of Teaching Plan	A comprehensive teaching plan for the upcoming academic year has been developed, emphasizing curriculum coverage and incorporating varied teaching methodologies.
Analysis of Academic Performance	Strategies have been formulated to enhance academic outcomes based on the analysis of performance data from the previous year.
Feedback from Stakeholders	Constructive feedback from students, faculty, and stakeholders has been incorporated into improvement plans, fostering a culture of continuous enhancement.
Revision in the Strategic Plan	Discussions on revising the strategic plan are ongoing, with a focus on aligning institutional goals with emerging challenges and opportunities in the education landscape
Conduct Certificate Courses	The resolution to conduct certificate courses in Arts, Science, and B.C.A streams has been resolved. Planning and

	execution are underway.
Preparation of AQAR	Data for the Annual Quality Assurance Report (AQAR) for the academic year 2020-21 has been reviewed and compiled. The AQAR will be submitted timely, outlining achievements and areas for enhancement.
Review of Progress on Academic Calendar and Teaching Plan	The committee has actively reviewed and adjusted the progress of the academic calendar and teaching plan for the ongoing academic year to ensure alignment with educational goals.
Assessment of Accreditation Preparation	Areas needing attention for accreditation readiness were identified, and a plan has been devised to meet accreditation standards. Ongoing efforts are in place to ensure compliance.
13. Whether the AQAR was placed before statutory body?	Yes
Name of the statutory body	
Name	Date of meeting(s)
College Development Committee	28/06/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	15/02/2024
15. Multidisciplinary / interdisciplinary	
The vision of our institute, rooted in a commitment to societal inclusion, is to establish a community-driven educational institution that caters specifically to the students of the depressed strata of society and sugar cane cutters. This vision is deeply aligned with our mission of bringing these marginalized	

groups into the mainstream of higher education. To realize this vision, a comprehensive perspective plan spanning from 2021-22 to 2026-2027 has been meticulously crafted, with a primary focus on transforming the institute into a holistic multidisciplinary hub. In accordance with the guidelines provided by the University Grants Commission (UGC) for the creation of multidisciplinary institutions, our initial phase, spanning the first year, emphasizes an interdisciplinary approach. This strategic move aligns with the identified needs and demands of our student body. The college currently offers undergraduate programs in Arts (BA), Science (BSc), and Computer Applications (BCA) disciplines. Building upon the policy directives from both the government and the university, we aim to introduce interdisciplinary courses to provide students with a diverse array of options based on their preferences and requirements. The success of multidisciplinary education hinges on the institution's policy formulation, strategic planning, effective decision-making, and seamless execution. As we progress into the second phase, we are committed to further enriching our academic offerings. Notably, our parent institution, 'Navmaharashtra Shikshan Mandal Shevgaon,' houses colleges dedicated to Pharmacy, B.Ed., and D.Ed. These establishments, along with two sister institutions—'The Friends of the Depressed League Shevagon' and 'Rashtriya Shikshan Mandal'—operate two additional colleges. In the second phase, we envision a cohesive collaboration, consolidating these colleges to provide an even broader spectrum of multidisciplinary courses. Looking ahead, the third phase will witness strategic Memoranda of Understanding (MoU) and collaborations with external institutions. This step aims to harness the collective strengths and resources of multiple educational entities, fostering an environment where diverse disciplines seamlessly converge for the benefit of our students. Through this collaborative approach, we aspire to create a dynamic ecosystem that transcends the conventional boundaries of education, enabling students to engage with a rich tapestry of knowledge. In conclusion, our institution's transformative journey towards becoming a multidisciplinary educational powerhouse is well underway. Grounded in a vision of inclusivity, we are committed to empowering the underprivileged sections of society through higher education. As we progress through the phases outlined in our perspective plan, we anticipate not only a significant expansion of academic offerings but also a paradigm shift in the educational landscape of our community. The multidisciplinary approach is not just an academic strategy; it is a testament to our unwavering commitment to societal progress through education.

16. Academic bank of credits (ABC):

In alignment with the guidelines set forth by the University Grants Commission (UGC) and Savitribai Phule Pune University (SPPU), our institution has steadfastly embraced the Credit Based Choice System (CBCS) since the academic year 2019-20. The comprehensive implementation of this system across all programs signifies a significant step toward modernizing our educational approach. Under CBCS, every undergraduate student is required to accrue 132 compulsory credits from the curriculum, supplemented by an additional 08 credits earned through active participation in various activities, contributing to a well-rounded academic experience. Embracing the transformative vision of the National Education Policy (NEP) of 2020, our institute is poised to embark on a journey that transcends conventional educational paradigms. This commitment to the NEP brings forth a series of reforms that include the integration of multidisciplinary education, facilitating multiple entry and exit points for students, and the establishment of the Academic Bank of Credits (ABC). The latter, a cornerstone of the NEP, is a revolutionary concept aimed at providing students with greater flexibility and control over their educational journey. The imminent registration for the ABC underscores our institution's forward-thinking approach. The ABC serves as a repository for earned credits, fostering a dynamic ecosystem where students can accumulate, transfer, and utilize their academic achievements seamlessly. This system not only aligns with the NEP's ethos but also promises to be a game-changer in enhancing accessibility to higher education. In addition to adopting the ABC, our institution is gearing up to execute academic functions in line with the NEP 2020. This entails a comprehensive orientation program for students, enlightening them about the manifold opportunities within this reformed educational landscape. The institution recognizes the paramount importance of empowering students with knowledge about the evolving educational framework and ensuring they are well-equipped to navigate its intricacies. Despite the challenges posed by the lingering effects of the Covid-19 pandemic, the institution has demonstrated resilience. While the university's delayed examination processes have, in turn, impacted the admissions schedule for the academic year 2022-23, our institution remains committed to mitigating these challenges. Plans are underway to conduct an impactful induction program, providing students with a thorough understanding of the ongoing reforms and an exposure that will enable them to navigate their academic journey effectively. In essence, our institution stands at the vanguard of educational innovation, embracing the

principles of CBCS and seamlessly integrating the revolutionary ABC system. Through these initiatives, we not only comply with regulatory frameworks but also actively contribute to the realization of a more student-centric, flexible, and inclusive educational ecosystem envisioned by the NEP 2020. As we forge ahead, our commitment to empowering students and fostering a transformative learning environment remains unwavering.

17.Skill development:

In response to the evolving demands of the job market and recognizing the crucial link between education and employability, our College has implemented a series of strategic initiatives focused on skill development. These efforts aim to equip our students with a diverse set of skills that not only complement their academic knowledge but also enhance their employability prospects.

Curriculum Integration: Our College has taken a proactive approach to embed skill development within the academic curriculum. Recognizing the need for a holistic skill set, we have integrated industry-relevant skills into the coursework of both Arts and Science programs. This ensures that students graduate not only with theoretical knowledge but also with practical, hands-on skills that are directly applicable to their chosen fields.

Professional Development Workshops and Seminars: To provide students with exposure to real-world challenges and industry expectations, the college organizes workshops and seminars. These sessions cover a wide range of topics, including communication skills, problem-solving, critical thinking, and industry-specific tools. The interactive nature of these events fosters a dynamic learning environment that goes beyond traditional classroom instruction.

Certification Programs: Recognizing the importance of certifications in demonstrating specialized skills, our college offers a range of certification programs in collaboration with industry-recognized institutions. These programs cover emerging technologies, software proficiency, and other specialized skills that are in high demand in the job market. Students can acquire these certifications alongside their regular academic pursuits, making them stand out in a competitive job market.

Soft Skills Training: Beyond technical skills, our college places a strong emphasis on soft skills development. Communication, teamwork, adaptability, and leadership skills are crucial in any professional setting. Therefore, we conduct dedicated training programs to enhance these skills among our students. Mock interviews, group activities, and personality development sessions are integral components of this initiative.

In conclusion, the College is committed to nurturing well-rounded

individuals equipped with the skills necessary for success in today's dynamic job market. By seamlessly integrating skill development into the academic fabric, providing exposure to industry best practices, and fostering collaborations, our initiatives are geared towards enhancing the employability of our students. As a result, graduates from our institution are not only academically proficient but also possess the practical skills and confidence needed to excel in their chosen professions.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

In light of the dynamic shifts in the global knowledge economy propelled by advancements in science and technology, our institute acknowledges the imperative to retain and integrate the rich tapestry of India's ancient knowledge system. While India continues to make strides in various sectors, it is crucial to ensure that higher education, particularly in underserved regions such as Bodhegaon, remains deeply rooted in Indian languages and cultures. Recognizing the significance of this commitment, our institute has strategically incorporated Marathi as an alternative to English in the Bachelor of Science program, affirming the importance of regional languages. This initiative extends to the Arts faculty, where Marathi is offered both as a special and general subject, catering to diverse student preferences. Remarkably, subjects such as History, Political Science, Geography, Economics, and Sociology are exclusively taught in Marathi, infusing the curriculum with abundant insights into Indian culture and philosophy. The faculty members, having completed their research in Marathi, contribute to the enrichment of social science education. The teaching approach is tailored to the study and analysis of human societies and behaviours, aligning with academic disciplines that delve into cultural development and interactions worldwide. This approach fosters a connection between students and the broader Indian Knowledge system, promoting a holistic understanding of societal structures and potential solutions to prevailing challenges. Furthermore, the institute has consciously integrated 'Indian English Literature' into the English curriculum, providing a platform for teachers to impart lessons on Indian history, culture, and traditions through literary forms such as poetry, novels, and plays. This deliberate infusion of Indian-centric content into the syllabus ensures that students engage with the rich heritage of the country, even within the English language framework. The college library plays a pivotal role in supporting the

integration of Indian knowledge by housing an extensive collection of books, magazines, and journals in Indian languages. Regular subscriptions to publications focusing on Indian culture, literature, and scientific advancements further enhance the students' exposure to indigenous knowledge systems. As part of our best practices, the institute conducted a Yoga Training program for both teachers and students. Recognizing yoga as a profound representation of India's spiritual heritage, the program emphasized its physical, mental, and spiritual disciplines. This initiative aims not only to promote holistic well-being but also to instil an understanding of India's cultural and spiritual roots. In conclusion, our institute's commitment to the appropriate integration of the Indian Knowledge system is evident in its multifaceted approach. From language-centric curriculum modifications to embracing traditional practices like yoga, we strive to provide a well-rounded educational experience that is deeply rooted in the cultural and intellectual wealth of India. This approach not only enhances the academic journey of our students but also contributes to the preservation and promotion of India's diverse knowledge traditions.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Our college, aligned with the educational directives set by Savitribai Phule Pune University, has undertaken significant initiatives to transform its curriculum towards Outcome-Based Education (OBE). This transformation is not only reflected in our teaching and learning practices but also extends to extracurricular activities, skill development programs, and a conscientious effort to enhance scientific temper among students.

A. Curriculum Transformation Initiatives: The College, following the university-prescribed syllabi, integrates Outcome-Based Education into its curriculum. Beyond the university's defined objectives, the institution engages in a multifaceted approach. This involves the facilitation of teaching-learning processes, extracurricular activities infused with cross-cutting issues, and specialized programs like Soft Skill Development, Personality Development, Yoga Training, and Life Skills. Faculty members actively participate in syllabus reformation workshops, aiming to align curriculum delivery with effective learning outcomes. Additionally, the institute systematically collects feedback from various stakeholders, allowing for adjustments that enhance the relevance and impact of the curriculum.

B. Implementation of Outcome-Based Education in Teaching and Learning: As a permanent affiliate of Savitribai Phule Pune University, our college

rigorously follows the curricula and learning outcomes prescribed by the university. Clear articulation of learning outcomes for all programs and courses is communicated to stakeholders through multiple channels. These include availability in the institute for both teachers and students, uploading on the college website, and thorough discussions during IQAC and faculty meetings. By ensuring widespread awareness and understanding of learning outcomes, the institution fosters a culture of accountability and transparency in its academic processes. C. Good Practices in Line with NEP 2020: In response to the National Education Policy (NEP) 2020, our college has implemented a methodical approach to measure and enhance learning outcomes. This involves the comprehensive preparation of learning outcomes across all programs and courses. Specific outcomes for programs and courses are meticulously collected, and the attainment of course outcomes is calculated using a weighted approach—70% from university examinations and 30% from internal examinations. This structured methodology ensures a holistic evaluation of student performance, emphasizing both external and internal assessments. The college's commitment to Outcome-Based Education not only meets the university standards but goes above and beyond, aligning with the transformative vision outlined in the NEP 2020. By consistently measuring and enhancing learning outcomes, our college strives to provide a quality education that equips students with the skills and knowledge necessary for success in a dynamic and competitive world. This commitment reflects our dedication to educational excellence and the continual improvement of the learning experiences we offer to our students.

20.Distance education/online education:

In response to the evolving landscape of education, our college is strategically planning to establish a Learner Support Centre dedicated to facilitating an enriched Open and Distance Learning (ODL) mode. This college aims to provide comprehensive support to learners, including advising, counselling, and acting as a vital interface between educators and students. The envisioned support services extend beyond academic assistance, encompassing a broad spectrum of learner needs, thereby ensuring a holistic and engaging educational experience. To fortify the infrastructure supporting online education, the college is set to enhance its Learning Management System (LMS). The upgraded LMS will serve as a centralized hub, enabling efficient monitoring of e-Learning Programmes. It will encompass aspects such as tracking program delivery, learner engagement, assessments, results, and comprehensive reporting. This integrated approach is designed to

streamline administrative processes and enhance the overall effectiveness of online education delivery. In line with the commitment to providing Learner Support Services, the college seeks to facilitate optimal teaching-learning experiences. This includes adhering to the standards set by regulatory bodies, particularly the Commission overseeing Open and Distance Learning. The aim is to elevate the quality of education and support services, ensuring that learners can access resources and assistance tailored to their program of study, whether in Open and Distance Learning mode or through online platforms. Our faculty members prepared e-content study materials for their respective subjects, ensuring continuity in education through online lectures. The library played a pivotal role in collecting and disseminating e-content study materials, making them accessible to students through diverse formats such as digital books, video lectures, MCQ sets, and links to online periodicals and courses. Harnessing the potential of Information and Communication Technology (ICT), the college has equipped faculty and students with the tools necessary for creating and running digital courses. This includes utilizing platforms like YouTube for lectures and establishing operational channels. The overarching goal is to facilitate various modes of online learning, distance education, and blended learning, thereby accommodating diverse learning preferences and ensuring accessibility for all. In promoting continuous learning opportunities, faculty and students are encouraged to enrol in Massive Open Online Courses (MOOCs) through platforms like NPTEL. This initiative reflects our commitment to fostering a culture of lifelong learning, embracing emerging technologies, and ensuring that our educational offerings remain dynamic and responsive to the evolving needs of our learners. In summary, our college's strategic initiatives underscore a dedication to advancing distance education through technological innovation. By establishing a Learner Support Centre, fortifying the Learning Management System, and leveraging ICT tools for content creation and delivery, we aim to create an inclusive, accessible, and high-quality learning environment for all our students, irrespective of physical or geographical constraints. This forward-thinking approach ensures that our institution remains at the forefront of educational excellence in the digital era.

Extended Profile

1. Programme

1.1

275

Number of courses offered by the institution across all programs during the year		AHMEDNAGAR,MAHARASHTRA
File Description	Documents	
Data Template	View File	
2.Student		
2.1		618
Number of students during the year		
File Description	Documents	
Data Template	View File	
2.2		220
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		
File Description	Documents	
Data Template	View File	
2.3		110
Number of outgoing/ final year students during the year		
File Description	Documents	
Data Template	View File	
3.Academic		
3.1		23
Number of full time teachers during the year		
File Description	Documents	
Data Template	View File	
3.2		32
Number of Sanctioned posts during the year		

File Description	Documents
Data Template	View File

4.Institution	
4.1 Total number of Classrooms and Seminar halls	11
4.2 Total expenditure excluding salary during the year (INR in lakhs)	1, 37, 93, 784.00
4.3 Total number of computers on campus for academic purposes	44

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution, affiliated with SPPU, prioritizes meticulous planning and documentation to ensure effective curriculum delivery. Aligned with the university's curriculum, it establishes clear Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO). Student academic performance is monitored through Centralized Internal Tests and Continuous Internal Evaluation.

Faculty members contribute to a dynamic teaching environment with diverse methodologies, overseen by the Internal Quality Assurance Cell (IQAC). The IQAC plays a crucial role in preparing annual planning, aligning departmental activities, and optimizing workload distribution among staff. The institution's commitment is evident in transparently disseminating academic plans through various channels, accommodating diverse student needs. Teachers strategically plan to cater to different learners.

Comprehensive curriculum delivery includes class tests, innovative teaching methods, and varied assessments, such as seminars and examinations. Heads of departments ensure adherence to the academic calendar, organizing compensatory classes when necessary, demonstrating commitment to a thorough educational experience. The

IQAC's monitoring of student feedback showcases dedication to continuous improvement and responsiveness to evolving student needs.

In conclusion, the institution's commitment to effective curriculum delivery is demonstrated through adherence to the prescribed curriculum, systematic planning, diverse teaching methodologies, and a robust feedback mechanism. The collaborative approach involving faculty, departments, and the IQAC underscores its dedication to providing a quality education, preparing students for success in academic and professional pursuits.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	www.bodhegaoncollege.co.in/pdf/file/other/Academic%20Calender%202022-23.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The college strictly adheres to the academic calendar, aligning with SPPU's declarations for semester commencement and conclusion. SPPU provides a comprehensive schedule, encompassing holidays and anticipated examination dates, which the college dutifully incorporates into its planning. Annual schedules, encompassing internal examinations, events, and activities, are meticulously devised based on this information.

Faculty members formulate teaching plans for their respective subjects, ensuring synchronization with the periodically updated university schedule. The college's evaluation mechanism closely mirrors that of the affiliating university. The internal examination timetable for all courses, adhering to the CBCS semester system, is crafted by the college, prominently displayed, and distributed to departments.

SPPU designs the Continuous Internal Evaluation (CIE) system, wherein faculty assess students throughout the semester. Various assessment methods, such as written tests, presentations, open book tests, viva, assignments, quizzes, and mini research projects, carry specific weightages out of 30 marks. Subject

teachers communicate the assessment pattern and schedule at the course commencement. While marks are initially assigned, they are later converted into grades. Semester end grade sheets exclusively feature grades, while final grade sheets and transcripts showcase the grade point average and overall percentage. This meticulous adherence to SPPU's guidelines ensures a seamless and transparent evaluation process.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	www.bodhegaoncollege.co.in/pdf/file/other/Academic%20Calender%202022-23.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

03

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

02

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

60

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

60

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

The college seamlessly integrates crosscutting issues of profound societal significance, namely Professional Ethics, Gender, Human

Values, Environment, and Sustainability, into its curriculum. A conscientious approach is taken to address social issues, with Sociology dedicating segments of its syllabus to gender equality. Lectures and activities champion gender sensitivity, covering topics such as violence against women, legal equality, and self-defence mechanisms. Subjects like History, Political Science, Economics, Geography, and language courses (Marathi, Hindi, and English) incorporate gender issues, fostering a holistic understanding.

Environmental education is ingrained in the curriculum, with Botany actively promoting green practices through hands-on activities like environmentally-friendly idol-making, nature trails, and recycling. An annual green audit of the college campus by the department underscores the commitment to sustainability. The National Service Scheme (NSS) engages in environmental protection initiatives, including tree plantation and sustainable development programs. During the yearly winter camp, NSS unit students partake in various activities in nearby villages.

Human rights are a focal point in undergraduate classes, featuring a dedicated course titled "Human Rights" and a corresponding paper, ensuring students gain a comprehensive understanding. The integration of Information and Communication Technology (ICT) is actively promoted, with practical emphasis on learning modules in courses like Bachelor of Computer Application and Bachelor of Cyber Security, aligning education with contemporary technological demands. This holistic approach ensures that students receive a well-rounded education that prepares them for ethical, socially aware, and technologically adept professional roles.

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

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

03

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

45

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	C. Any 2 of the above
--	------------------------------

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

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	http://bodhegaoncollege.co.in/feedbackana.php#

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

440

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

163

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

The institution employs a comprehensive approach to assess the learning levels of students at different stages of the teaching-learning process. One key indicator is the overall percentage of marks obtained in the qualifying examination, which serves as a benchmark. The admission committee further categorizes newly admitted students into 'advanced learners' and 'slow learners' based on their performance in the previous exam (HSC). Students scoring below 60% are identified as slow learners, while those with scores exceeding 60% are recognized as advanced learners.

In addition to academic performance, the institution considers various factors such as language proficiency, regularity, attentiveness, and participation in class activities to gauge learners' aptitude. Social skills and initiative in departmental activities are also assessed. Internal and external evaluations contribute to a holistic understanding of students' capabilities.

To address the diverse educational needs of advanced and slow learners, the college strategically plans special programs. This includes organizing guest lectures, expert talks, and involving experienced teachers to elucidate challenging topics specifically tailored for slow learners. By utilizing a multifaceted assessment approach, the institution ensures a nuanced understanding of students' learning levels, facilitating the design of targeted educational interventions for their benefit.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	View File

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

Number of Students	Number of Teachers
618	22

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

The institution prioritizes student-centric methodologies to enrich the learning experiences of its students. Embracing diverse approaches like experiential learning, participative learning, and problem-solving methodologies, the educational framework is tailored to actively engage students in the learning process. Experiential learning plays a pivotal role, providing students with hands-on experiences that transcend traditional classroom settings. This approach fosters a deeper understanding of concepts by immersing students in practical applications, encouraging critical thinking and skill development. Participative learning further accentuates the student-centric ethos, creating an interactive and collaborative environment. Students are encouraged to actively contribute to discussions, share perspectives, and collaborate on projects. This not only enhances their understanding of the subject matter but also cultivates essential interpersonal and teamwork skills. The incorporation of problem-solving methodologies adds a dynamic dimension to the educational landscape. Students are challenged to apply theoretical knowledge to real-world scenarios, honing their analytical and decision-making skills. This approach instills a problem-solving mindset, preparing students for the complexities of their future careers. In essence, the institution's commitment to student-centric methods goes beyond conventional teaching approaches. By integrating experiential learning, participative learning, and problem-solving methodologies, it creates a vibrant and immersive educational environment that empowers students with practical skills, critical thinking abilities, and a holistic understanding of their academic pursuits.

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The integration of ICT-enabled tools has revolutionized the teaching-learning process at our institution, commencing with the introduction of three LCD projectors that marked the digitization of our classrooms. Teachers harness these projectors to deliver a well-rounded educational experience, employing a balanced use of both ready-made and self-made PowerPoint presentations (PPTs). This approach facilitates dynamic teaching situations, allowing students to efficiently note down key points.

The prevalence of a multitude of PPTs in our college reflects the teachers' enthusiasm for embracing innovative teaching methods. These PPTs, rich in information and diagrams, not only save time for educators but also serve as valuable reference materials for students, who receive them regularly via email. Furthermore, these PPTs are shared through students' WhatsApp groups and Google Classrooms, fostering collaborative learning environments.

An additional innovative stride involves the incorporation of video clippings during lectures, significantly elevating student engagement levels. These clippings, coupled with teachers' explanations, motivate students and enhance retention through a compelling audio-visual experience. Teachers curate these clippings from diverse sources such as YouTube and ready-made CDs, ensuring a diverse and enriched learning experience.

Moreover, teachers have access to a wealth of subject-related books, magazines, and the INFLIBNET, empowering them to stay abreast of the latest developments. Students are encouraged to utilize these resources for research-based projects, aligning with the institution's commitment to a multifaceted and innovative approach to teaching, learning, and evaluation, as reflected in the revised syllabi.

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

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

2.3.3.1 - Number of mentors

22

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

23

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

8

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

154

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The mechanism of internal assessment at our institution is characterized by transparency and robustness, ensuring a fair and comprehensive evaluation process. The academic calendar meticulously declares the schedule for internal examinations, seamlessly integrated into teaching plans with specified timeframes. Well in advance, units for internal examinations are disclosed along with the nature of the question paper, fostering an environment of preparedness.

Prior to the internal examinations, teachers engage in discussions elucidating the nature of the question paper, providing students with insights for effective preparation. Following the assessments, a detailed explanation of the evaluation is provided to students, highlighting areas of improvement and fostering a constructive dialogue.

To maintain transparency, marks obtained from assessments are promptly uploaded to the university through teacher logins. Furthermore, the institution enables students to obtain photocopies of their assessed answer books after result declarations, promoting transparency and accountability.

Centralized seating arrangements and dedicated exam blocks, overseen by vigilant supervisors, ensure the smooth conduct of internal examinations. The examination pattern involves continuous internal evaluation, constituting 30% of marks for every paper in each semester. This inclusive system employs diverse test types, including class tests, surprise tests, quizzes, presentations, assignments, projects, and vivas.

Teachers communicate the internal examination patterns well in advance, allowing students ample time for preparation. The schedule is department-specific, strategically spread across the semester over a two-month period. Examination notices are prominently displayed, providing students with sufficient time for diligent preparation and contributing to a transparent and robust internal assessment process.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

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

The internal examination grievance redressal mechanism at our institution is designed to be transparent, time-bound, and efficient, ensuring a fair and prompt resolution for students. Grievances related to internal assessment are handled by the college's examination section, while those concerning external assessment are forwarded to the University.

Students can submit grievance applications on prescribed forms, which are then forwarded to the relevant authorities. The facility for rechecking and re-evaluation of answer sheets is available to students, providing an avenue for addressing concerns. If a student remains dissatisfied, they have the option to meet with the Controller of Examination or the Principal for further clarification and resolution.

Transparency is a key principle in the grievance redressal process. Students are not only given clarifications regarding their concerns but are also provided with photocopies of their answer sheets upon request for cross-checking. The mechanism ensures that all examination-related grievances are received and attended to in a time-bound manner, with a commitment to resolving complaints promptly.

While the time taken for grievances related to University examinations depends on the policies of the SPPU, the internal grievance redressal mechanism within the college remains efficient, addressing all complaints without exception and providing transparent resolutions, even extending to furnishing photocopies of answer sheets for student scrutiny.

File Description	Documents
Any additional information	View File
Link for additional information	NIL

2.6 - Student Performance and Learning Outcomes

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

At our institution, a meticulous approach is taken to ensure both teachers and students are well-informed about the stated Programme and course outcomes. The process begins with subject teachers framing Course Outcomes, while Programme Specific Outcomes are devised at the departmental level. Senior faculty members collaboratively formulate Programme Outcomes at the onset of each academic year, aligning them with the university-prescribed syllabus. The Institutional Quality Assurance Cell (IQAC) actively engages in discussions to refine the process of framing outcomes, ensuring alignment with academic goals.

To enhance awareness, all Program outcomes, program-specific outcomes, and course outcomes for every offered program are systematically presented and published on the college website. The website, with dedicated pages for each subject, serves as a comprehensive resource. These pages feature detailed introductions to courses, faculty profiles, department facilities, and achievements of both staff and students. A faculty bio-data list,

along with an exhaustive inventory of programs offered, including program objectives, specific objectives, and course outcomes, is easily accessible.

The college prospectus further reinforces this awareness, providing a consolidated list of programs and courses. This commitment to transparency and accessibility ensures that teachers and students have a clear understanding of the expected outcomes, fostering a shared dedication to achieving academic excellence.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://bodhegaoncollege.co.in/pdf/criteria/c2/Course%20Outcomes,%20Program%20Specific%20Outcomes%20And%20Program%20Outcomes.pdf
Upload COs for all courses (exemplars from Glossary)	View File

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

The institution employs a comprehensive approach to evaluate the attainment of Programme outcomes and course outcomes over an extended timeframe. Program outcomes, reflective of students' multifaceted growth, are assessed through their active involvement in curricular, co-curricular, and extracurricular activities. Engaging in departmental initiatives, NSS, committees, and social outreach activities, students demonstrate discernment, social skills, communication proficiency, creativity, leadership, teamwork, responsibility, and accountability.

Program specific outcomes are gauged through a blend of academic and non-academic performances. Internal and external examinations, practical assessments, assignments, class participation, and contributions to departmental activities collectively contribute to measuring these outcomes. Encouraged to participate in competitions, seminars, conferences, and research competitions, students' performances in academic events both within and outside the college serve as additional indicators of their learning levels.

Course outcomes, reflecting the immediate impact of learning, are evaluated through students' performance in class activities,

practical sessions, internal assessments, and external evaluations. Continuous assessment considers factors such as regularity, receptiveness, participation in discussions, responsiveness to teacher queries, and overall conduct. Initial indications of learning outcomes are gleaned from students' performance in internal examinations.

This holistic evaluation framework ensures a nuanced understanding of students' progress in achieving both Programme and course outcomes, capturing the diverse dimensions of their academic and personal development.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	NIL

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

110

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://www.bodhegaoncollege.co.in/pdf/file/sss/sss%20akcb.pdf>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

Nil

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

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

Nil

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

06

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

1

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

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

1

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

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

The National Service Scheme (NSS) of Late Abasaheb Kakade Arts College Bodhegaon exemplifies a commitment to holistic student development through impactful extension activities in the

neighborhood community. The Special Winter Camp at Sukati Village, themed "????????? ????? ????? ??? ?????," showcased this dedication, engaging students in a range of activities.

Through the lampi awareness program, students likely educated villagers on the benefits of clean energy, promoting sustainability. Cleanliness drives at Bhimsinha Garh and the primary school instilled a sense of civic responsibility among students, fostering a cleaner environment. Tree plantation efforts contributed to environmental conservation and beautification.

Health check-ups, including blood tests, demonstrated a commitment to community health, ensuring villagers had access to vital healthcare services. Grass eradication and lectures by experts not only improved the physical environment but also imparted knowledge and awareness on pertinent issues.

Cultural programs likely promoted community cohesion and appreciation for diversity. Overall, these activities sensitized students to social issues, fostering empathy and a sense of responsibility, thus enhancing their holistic development and creating a positive impact on the community.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

File Description	Documents
Any additional information	View File
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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

01

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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

75

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

0

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

0

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Sr. No

Available Facilities

(infrastructure and physical facilities)

Quantity

Sr. No

Available Facilities

(infrastructure and physical facilities)

Quantity

01

Class Room

10

17

Lecture Capturing System

01

02

Seminar Hall

01

18

Distillation Tank

01

03

Computer Laboratory

02

19

PH-meter, Conducto-meter

03

04

Science Laboratory

04

20

Electronic Balance

03

04

Reading Hall

01

21

Travelling Microscope

01

05

Library Books

22

Voltmeter

04

06

Inflibnet Service

01

23

Battery Eliminator

07

07

L.C.D. Projector

03

24

Digital multimeter

02

08

Sound System

03

25

Hot Air Oven

01

09

White Board

09

26

Senior Compound Microscope

02

10

Digital White Board

02

27

Colourimeter

01

11

Open Gym Equipments

02

28

Digital Potentiometer

01

12

L.E.D. Television

02

29

photoelectric colorimeter

02

13

Computers

54

30

vridhhi software

01

14

Printers

06

31

Magnetic Stirrer with hot Plate

01

15

Student Microscope

40

32

Dissecting Microscope

20

16

Compound Microscope

20

The college has augmented its infrastructure systematically and continuously over the years. The college has infrastructural facilities like adequate classrooms, laboratories, computing equipments, staff rooms, seminar hall, reading room, ramp for the physically challenged students. The college has classrooms to conduct regular classes in the two storied building blocks. To ensure its optimal utilization, besides conducting regular classes, the classrooms are used for conducting annual and semester examinations; departmental meetings, prayer meetings, mentoring sessions, association activities, indoor competitions, Parent-Teacher meet, alumni meet, cultural activities, student counseling programme.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://bodhegaoncollege.co.in/pdf/criteria/c4/4.1.1%20photo.pdf

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

The institution places a strong emphasis on the holistic development of students, providing a rich array of facilities for

cultural activities, sports, and physical fitness. The Department of Physical Education takes a proactive role in fostering a well-rounded educational experience.

Under the guidance of the college physical director, students receive comprehensive training in a variety of sports including Badminton, Kho-Kho, Kabaddi, Volleyball, Table Tennis, Judo, Wrestling, Fencing, and Basketball. The sports facilities are extensive, featuring well-designed courts for Kho-Kho, Holly-Ball, Badminton, and Kabaddi. Additionally, the institution boasts a 200-meter running track and a range of gymnasium equipment, including chest presses, weight machines, and a diverse eleven-station gym catering to various muscle groups.

The gymnasium is equipped with apparatus such as jogging machines, chest press benches, height lifting bars, and an assortment of weights and dumbbells. The commitment to physical fitness is further evident through the provision of a Jogger, Chest Press Bench, and specialized equipment like the Legs-Press Machine.

In summary, the institution's dedication to fostering physical well-being and sportsmanship is reflected in its comprehensive facilities and the rigorous training provided by the physical education department. This approach ensures that students have ample opportunities for physical activity and overall fitness, contributing to their holistic development.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://bodhegaoncollege.co.in/pdf/criteria/c4/4.1.2%20photos.pdf

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

05

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

05

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.bodhegaoncollege.co.in/pdf/file/criteria/c4/4.1.3%20-%20Number%20of%20classrooms%20and%20seminar%20halls%20with%20ICT-%20enabled%20facilities%20such%20as%20smart%20class,%20LMS,%20etc..pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

5440061

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The college library stands as a pivotal learning resource, embracing the transformative power of technology through its partial automation via the Integrated Library Management System (ILMS), specifically the Vridhhi Software provided by Hindustan Computers Malegaon. Since its adoption in 2011, Vridhhi Software has revolutionized library operations with modules including Master Book Management, Barcode Facility, Book Accession, Membership, Circulation, OPAC, Catalogues, and Administration.

This cutting-edge Library Management Software facilitates seamless

transactions and resource accessibility for students, faculty, and other stakeholders. The librarian employs the software to generate identity cards for students, barcodes for books, and streamline transactions compared to manual systems. The library extends its services to online catalogs, enabling users to search for available books, while daily, monthly, and annual reports can be efficiently generated.

Beyond traditional offerings, the library embraces modernity by providing Xerox facilities, a reading room, and access to INFLIBNET, Shodhshindhu, and Shodhganga. The integration of e-resources, including staff-prepared PPTs, videos, and a lecture capturing system, showcases the commitment to a dynamic and tech-savvy learning environment. Moreover, the library's automation encompasses book reservation, easy tracking of book status, and features like database backup restore and a book bank facility. In essence, the library's technological integration enhances its role as a dynamic hub for academic resources and knowledge dissemination.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	http://www.bodhegaoncollege.co.in/pdf/file/criteria/c4/4.2.1%20photo.pdf

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

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

51919

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

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

60

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

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The college prioritizes advancements in Information Technology (IT), demonstrating a commitment to continuous improvement. With a keen awareness of evolving needs due to increased admissions and the introduction of Bachelor of Science and Bachelor of Computer Application programs, the institution regularly updates its IT facilities, including Wi-Fi.

The journey of modernization unfolds through strategic upgrades, starting in 2013-14 with the acquisition of a 1TB Hard-Disk. Subsequent years witnessed the procurement of computers, modems, and essential facilities in 2014-15, followed by the addition of printers, pen drives, antivirus software, and the establishment of a LAN network in 2015-16. Infrastructure further evolved in 2016-17, incorporating N-Computing Systems, LAN, software, CCTV, and electrical facilities.

Continuing to adapt to dynamic technological landscapes, the college intensified efforts in 2017-18, upgrading antivirus systems, LAN ports, printers, inverters, batteries, and computers.

This commitment ensures that IT facilities remain current and functional. In 2019-20, investments included interactive digital whiteboards, a photocopier machine, an SD Card (32GB), a hard disk, Intex combo sets, and PC power cables, enhancing the teaching-learning process.

The pursuit of excellence persisted into 2022-23, witnessing the upgrade of Wi-Fi facilities to an optical fiber cable internet connection from Bharat Broadband Network Limited. This ongoing investment underscores the institution's dedication to creating a technologically enriched environment, fostering conducive conditions for learning and innovation among both staff and students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

54

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

9787029.66

File Description	Documents
Upload any additional information	View File
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

Some classrooms are equipped with modern technology, featuring smart boards, microphone systems, and contemporary furnishings. Every classroom is equipped with CCTV cameras to enhance teaching effectiveness and security. Fire extinguishers are strategically placed in laboratories to ensure safety, complemented by protective measures aimed at minimizing risks. Lab Attendance oversees laboratory maintenance, including imparting safety instructions to students.

The college manages an extensive sports infrastructure, including a 200-meter standard running track, playgrounds for kho kho, cricket, and volleyball, among others. The institution houses 54 computers interconnected through a LAN, with high-speed BBNL Internet connectivity at 100 mbps. Technical experts manage computer systems, and the college website is solely maintained by a dedicated computer teacher.

Regular electrical maintenance covers classrooms, the library, reading room, office, laboratory, gymkhana, NSS office, and other units. The college has signed an annual maintenance agreement with Hindustan Computer Malegaon for library maintenance. Water management falls under the purview of the Bodhegaon Regional Water Supply Scheme.

Additionally, a roster of professionals and agencies oversees various maintenance aspects:

1. Plumbing: Bhagwat Bhosale (Contact: 9922685460)

2. **Electric Maintenance: Rameshwar Ghortale (Contact: 9420751314)**
3. **Housekeeping: Bhagwat Gosavi (Contact: 9822988907)**
4. **Computer Maintenance: Raju Shrivastav (Contact: 9421438521)**
5. **Laboratory Maintenance: Ramesh Gange (Contact: 9970857959)**
6. **Security Guard: Vitthal Dongare (Contact: 9834561303)**
7. **Furniture Work: Vijay Dhole (Contact: 9922261857)**
8. **Building Maintenance: Shivaji Lande (Contact: 8983146007)**
9. **Fabrication Work/Maintenance: Sachin Kashid (Contact: 8888771148)**

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://www.bodhegaoncollege.co.in/pdf/file/criteria/c4/4.4.2%20Maintenance%20And%20Utilization%20Policy.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

461

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

66

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

D. 1 of the above

File Description	Documents
Link to institutional website	Nil
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

55

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

55

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

D. Any 1 of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	View File
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

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

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The college establishes a Student Council each academic year, comprising members actively engaged in the college's academic and administrative development. Under the guidance of committee chairmen and staff in-charges, the Student Council organizes a range of co-curricular and extra-curricular activities.

The composition of the Student Council includes key representatives:

1. Chairperson: The Principal of the college
2. Member: A faculty member nominated by the Principal
3. Member: NCC (Boys) Representative / NCC (Girls) Representative
4. Member: NSS program officer
5. Member: Director of Physical Education
6. Members nominated by the Principal for outstanding performance in: A) Sports B) NSS C) Cultural activities D) IQAC

Student representatives actively participate in various academic and administrative bodies, ensuring their involvement in committees such as Internal Quality Assurance Cell (IQAC), Prevention of Sexual Harassment Committee, Anti-ragging committee, Student Council, Vidyarthini Manch, Earn and Learn Scheme, Student Welfare committee, Medical and Health Check-up committee, Magazine and Publications committee, Gymkhana committee, Cultural Activity committee, and Library Advisory committee. This participatory mechanism enhances student representation across diverse aspects

of college governance.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

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

51

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

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

The college boasts a duly registered Alumni Association, recognized under the Society Registration Act 1860/21 with Registration No. MH/541/2018/Ahmednagar. This association comprises an Executive Committee of 09 members and a General Body inclusive of all registered members. Eligibility for membership is extended to individuals who have successfully completed their undergraduate studies at the college.

The composition of the Alumni Association's Executive Committee is as follows:

1. Chairman: Mr. Shivaji Potbhare 2. Deputy Chairman: Mr. Bhagwat Dhesale 3. Secretary: Mr. Sharad Harishchandra Bodakhe 4. Members:

Mr. Gahininath Dhakane, Mr. Vikas Kudhekar, Mr. Sachin Pandurang Vaidya, Mr. Bhagwat Zirape, Mr. Ayodhya Garad, Mr. Tukaram Muralidhar Garad

The Alumni Association actively engages in various activities, including organizing annual alumni meets and encouraging alumni participation in college-organized seminars and workshops. Additionally, the association provides support to both current students and fellow alumni. Regular interactions between association members and the college's Principal, management, and staff contribute to the overall development of the institution. Notably, some Alumni Association members hold representation on Internal Quality Assurance Cell (IQAC) committees, further enhancing their involvement in the college's strategic initiatives.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The administration of Late Abasaheb Kakade Arts College Bodhegaon is closely aligned with its institutional vision and mission through the governance structure led by the College Development Committee (CDC). Serving as the apex body, the CDC strategically plans policies and oversees developmental activities, prioritizing values and participative decision-making to realize the college's vision and mission while fostering organizational traditions.

Collaboration among the CDC, Principal, Internal Quality Assurance Cell (IQAC), and faculty is pivotal in formulating and

implementing quality policies across teaching, learning, research, and extension activities. Formal and informal coordination mechanisms underscore the college's dedication to achieving its vision, with leadership involvement ensuring alignment of policy statements and action plans with the stated mission.

The college envisions establishing a community-driven institute, particularly for economically disadvantaged and socially marginalized students, committing to their integration into mainstream education. The transformative mission emphasizes holistic development, modern facilities, and the preservation of local traditions.

Guided by Principal Dr. Machhindra K. Fasale and coordinator Mr. Shivajirao Lande, the Management representative, collaborative efforts extend to various committees and advisory boards, including the CDC and IQAC. To ensure democratic governance, stakeholders contribute at various levels, facilitated through advisory body meetings. The Principal supports these initiatives by allocating budgets for functions, seminars, and programs. The transparent display of vision and mission statements encourages active participation from all stakeholders in the college's noble cause.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The college actively promotes a culture of decentralization and participative management, exemplifying effective leadership in various institutional practices. Staff members are actively involved in administrative roles, contributing to a decentralized decision-making process. The College Development Committee (CDC), serving as the apex body at the college level, includes representatives from the parent institute, Navmaharashtra Shikshan Mandal Shevgaon, as well as from the society, alumni, teaching staff, administrative staff, and students.

To enhance participative governance, the Principal appoints Heads and ensures mobility for effective governance. Prior to each

academic year, IQAC, under the Principal's guidance, forms various college committees. These committees, crucial for planning and evaluating quality assurance, comprise teachers, non-teaching staff, and students. IQAC organizes periodic meetings throughout the year to facilitate this process.

Faculty members actively participate in the management process through the CDC. The college committees, responsible for admission, timetable, examinations, purchases, student welfare, organization of extension activities, and formulation of working strategies, hold meetings as required for the implementation and organization of specific activities. At the end of each academic year, each committee prepares a report of activities, which is then submitted to IQAC for review and evaluation. This institutional framework reflects a commitment to participatory management and decentralized decision-making for effective college functioning.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Perspective Plan 2021-22 to 2026-2027 outlines comprehensive goals for Late Abasaheb Kakade Arts College Bodhegaon, emphasizing its commitment to delivering quality higher education and skill-oriented human resources. Aligned with core themes, the plan strategically focuses on infrastructure expansion to accommodate anticipated increases in student intake and new courses. Recognizing the importance of enhancing academic and support facilities, the Perspective Plan serves as a roadmap for student achievement and overall institutional growth.

Rooted in various guiding principles, the present Perspective Plan draws inspiration from:

1. NAAC guidelines, ensuring quality aspects in higher education.
2. NEP 2020 guidelines, fostering the development of well-rounded and creative individuals.
3. Vision and Mission statements of the College.
4. 2nd cycle NAAC Peer Team recommendations.
5. Quality Policy of the College.
6. Inputs from stakeholders.
7. Societal

expectations from the college. 8. SWOC Analysis conducted by IQAC.

The plan's core values include contributing to national development, fostering global competencies among students, instilling a value system, promoting the use of technology, and maintaining a quest for excellence. This multi-faceted approach ensures that the institutional Strategic/Perspective Plan is effectively deployed, guiding the college towards its envisioned goals and objectives.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	Nil
Upload any additional information	View File

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

The institutional bodies at Late Abasaheb Kakade Arts College Bodhegaon demonstrate effectiveness and efficiency, evident in various aspects such as policies, administrative setup, appointment and service rules, and procedures.

Administrative Setup:

The administrative structure is hierarchical, led by the Principal and includes the Head Clerk, Senior Clerk, Junior Clerks, Assistants, and Attendants. Departments are organized with Heads of Departments, Associate Professors, Assistant Professors in stages 1, 2, and 3, along with a Librarian and a Director of Physical Education.

Service Rules:

Service conditions and rules adhere to the guidelines set by S. P. Pune University, Pune, UGC, New Delhi, and the Government of Maharashtra.

Recruitment Procedures:

Recruitment follows two distinct pathways: Permanent Posts (Grant-in-aid) are filled by the Government of Maharashtra, adhering to

University and UGC norms, while Temporary Posts (Non-Grant) are managed by the Organization following University and UGC norms.

Promotion Procedures:

Grievance Redressal Mechanism:

The college has established mechanisms for grievance redressal, involving the Alumni Association and various college committees. These committees, integral to decentralizing college management, play a crucial role in executing responsibilities and activities on campus. This multifaceted approach ensures the effective and efficient functioning of institutional bodies at the college.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user interfaces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

Late Abasaheb Kakade Arts College Bodhegaon values the significant contributions of its employees to the overall development and

progress of the institution. Recognizing the pivotal role of both teaching and non-teaching staff, the college has implemented comprehensive welfare measures to enhance their work culture and efficiency. As a public institute dedicated to social upliftment, providing beneficial welfare schemes is deemed essential.

The college extends various welfare schemes to its staff, including the Government Provident Fund, Defined Contributory Pension Scheme, Personal Accidental Term Insurance, Medical Reimbursement, Loan Facility, Loan from Teacher Society, Postal Life Insurance, and more. These schemes are accessible to both temporary and permanent staff members, reflecting the institution's commitment to inclusivity.

Numerous instances highlight the success of these welfare measures. Notably, three employees have received medical reimbursement, seven have availed loans from the teacher's co-operative society, and approximately ten have accessed loans from Gangotri rural non-agriculture co-operative credit society limited. Faculty and staff members also benefit from medical expense reimbursements facilitated by the state government, with proposals forwarded through the college. Furthermore, the college supports staff participation in Seminars, Conferences, and Workshops by granting duty leaves along with dearness allowances and travel allowances, fostering a supportive and conducive working environment.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

11

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	View File
Upload any additional information	View File
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

02

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

The college has instituted a Performance Based Appraisal System (PBAS) for its teaching staff in accordance with UGC regulations, initially framed in 2010 with four subsequent amendments. Currently, the college adheres to the UGC regulations of 2018, titled "University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018." Annually, the Internal Quality Assurance Cell (IQAC) collects API-PBAS forms from all faculty members. HoDs, the IQAC Coordinator, and the Principal assess faculty performance based on these forms, implementing necessary actions for improvement.

The teacher's performance appraisal forms cover three categories:

Category I: Teaching, Learning, and Evaluation Related Activities
Category II: Professional Development, Co-curricular, and Extension activities
Category III: Research and Academic Contributions.

Additionally, the college gathers structured feedback from students at the end of each academic year to evaluate teacher performance, facilitating further improvement.

For non-teaching staff, the performance appraisal system involves confidential reports. The overall performance of non-teaching staff within the campus is evaluated, and confidential reports are submitted to the Principal for the final assessment. This comprehensive approach ensures a systematic and transparent

performance appraisal system for both teaching and non-teaching staff, contributing to the continuous enhancement of institutional standards.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The college undergoes both internal and external financial audits, ensuring a robust financial oversight mechanism. External audits are conducted by auditors from the Joint Director's office, Higher Education Department. The department issues circulars, provides schedules, and invites institutes for the audit. Simultaneously, the college performs regular internal audits, particularly in managing grants sanctioned by various bodies. Utilization certificates and audited statements are submitted to the funding authorities, showcasing financial responsibility.

Internal audits extend to various schemes and sections, overseen by private auditors appointed by bodies and committees such as the Examination Section, Student Development Office, National Service Scheme, and those under the Quality Improvement Scheme. Regular audits encompass expenditures related to different functions of the college.

The management has appointed an accountant for monthly checks on the college accounts, contributing to ongoing financial vigilance. Notably, no issues or queries have been raised in external or internal audits to date. In the event of queries or issues, concerned authorities promptly provide explanations and supportive documents, exemplifying a proactive approach to resolving financial matters.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

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

33, 26, 652/-

File Description	Documents
Annual statements of accounts	View File
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Late Abasaheb Kakade Arts College Bodhegaon, in permanent affiliation with S. P. Pune University, Pune, adheres to the regulations set by the Government of Maharashtra. Financial support is garnered from BCUD and Navmaharashtra Shikshan Mandal Shevgaon.

Key financial sources encompass salary grants from the Government of Maharashtra, grants from S.P. Pune University under the Quality Improvement Programme (QIP), and additional grants for initiatives like the Earn & Learn Scheme and N.S.S. Admission, tuition, and other fees, along with various grants, contribute to the financial base.

For optimal resource utilization, the college efficiently manages a range of facilities, including computer LCD projectors, seminar halls, cameras, Xerox machines, printers, laboratories, libraries, reading rooms, video recorders, and sound systems. Resource allocation is under the jurisdiction of designated authorities, ensuring efficient use. Faculty, non-teaching staff, students, and

stakeholders can access these resources during office hours, guided by policies framed by the advisory board or established through consultations with principals and stakeholders.

The college has established policies for resource use, exemplified by holding BCA Classes after 10:00 a.m., facilitating optimal utilization of available resources in alignment with institutional strategies.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5 - Internal Quality Assurance System

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

Late Abasaheb Kakade Arts College Bodhegaon has made significant strides in institutionalizing quality assurance strategies and processes through the establishment of the Internal Quality Assurance Cell (IQAC) on August 26, 2009. IQAC has played a pivotal role in enhancing quality assurance, upgrading quality, and promoting assessment and accreditation within the institution. Two noteworthy practices have been successfully institutionalized as a result of IQAC initiatives:

1. ****Institutionalization of ICT Resources in the Teaching-Learning Process:**** IQAC has been instrumental in integrating Information and Communication Technology (ICT) resources into the teaching-learning process, ensuring a modern and effective educational environment.

2. ****Preparation of Perspective Plan, Academic Calendar, and Formation of College Committees:**** The IQAC has taken a proactive approach in preparing an extensive perspective plan for the years 2021-22 to 2026-2027, aligning with the college's vision and mission. Additionally, the IQAC has contributed to the formulation of the academic calendar and the establishment of various college committees, engaging both teaching and non-teaching staff in regular activities to facilitate smooth administrative and academic operations.

Furthermore, IQAC conducts periodic meetings to review the

college's functioning, identify areas for improvement, and enhance facilities. The cell ensures timely compliance reporting and submits the Annual Quality Assurance Report (AQAR) to the NAAC office in Bangalore before the deadline. Additionally, IQAC actively collects and analyzes feedback from all stakeholders, contributing to a comprehensive and continuous quality enhancement process within the institution.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Late Abasaheb Kakade Arts College Bodhegaon, since the establishment of the Internal Quality Assurance Cell (IQAC) in 2009, has been committed to elevating quality assurance, assessment, and accreditation. IQAC has been instrumental in instituting progressive practices, fostering incremental improvements in various activities. Two noteworthy instances of practices institutionalized due to IQAC initiatives are:

A) ****Institutionalization of ICT Resources in the Teaching-Learning Process:**** The college embraced digitization, introducing LCD projectors and altering traditional lectures. Teachers adeptly utilized projectors, incorporating both ready-made and self-made PowerPoint presentations (PPTs) and video clippings for enhanced student engagement. This technological integration extended to online lectures and e-content development, particularly amid the challenges of the COVID-19 pandemic.

B) ****Initiatives for the Institutionalization of the Quality Culture:**** 1. ****Preparation of Perspective Plan:**** IQAC meticulously crafted a comprehensive perspective plan (2013-2020) aligning with the college's vision and mission. 2. ****Preparation of Academic Calendar and Formation of College Committees:**** IQAC contributed to formulating the academic calendar and establishing committees, involving both teaching and non-teaching staff to ensure smooth administrative and academic functioning. 3. ****Periodic Meetings and Compliance Reports:**** Regular meetings conducted by IQAC review the college's functioning, enhance

facilities, and ensure compliance reporting. 4. ****Submission of AQAR:**** Regular submission of the Annual Quality Assurance Report (AQAR) to the NAAC office in Bangalore underscores the institution's commitment to continuous improvement. 5. ****Collection and Analysis of Feedback:**** Systematic feedback collection and analysis from all stakeholders contribute to a holistic quality assurance approach, fostering a culture of continuous improvement within the institution.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

To foster gender equity on campus, the college has undertaken various initiatives incorporated into the 2021-22 academic

calendar as part of an annual gender sensitization plan. The institution has implemented a comprehensive gender sensitivity mechanism, ensuring a safe and inclusive environment, which includes:

1. ****Safety and Security:**** The installation of CCTV cameras ensures 24-hour surveillance across the college premises, enhancing safety measures.
2. ****Suggestion/Complaint Box:**** A designated complaint box, strategically placed on the second floor of the college building, encourages students to express concerns and grievances anonymously.
3. ****Grievance Redressal Committee:**** Dedicated committees address safety, security, and social issues, encompassing aspects like ragging, sexual harassment, eve-teasing, or any misconduct involving staff or students.
4. ****Health Aid Facilities:**** The college prioritizes students' well-being by providing health forms and organizing programs that address health-related issues.
5. ****Fire Safety Equipment:**** Installation of fire extinguishers in the college building ensures preparedness for emergencies.
6. ****Empowerment Programs:**** The Student Development Board annually organizes initiatives like Nirbhaya Kanya Abhiyan, Personality Development Camps, Stress Management, Yoga and Meditation Training Programs, and International Women's Day celebrations to boost the confidence of female faculty and students.
7. ****Counseling:**** The institution has appointed teachers as mentors, offering counseling and guidance to students, addressing their concerns.
8. ****Common Room:**** To enhance comfort and privacy, the college provides separate common rooms and washrooms for female students, promoting a supportive and gender-equitable environment.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://www.bodhegaoncollege.co.in/pdf/file/criteria/c7/7.1.1%20photos.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	C. Any 2 of the above
--	------------------------------

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management: Situated in a rural area, the college employs a systematic approach to solid waste management. Various types of waste, including dust, withered leaves, and grass, are deposited in designated bins placed throughout the campus, including galleries, offices, and the library. Paper waste is responsibly sold to a local scrap merchant for recycling. Additionally, non-recyclable waste is regularly collected by a garbage van servicing the village. The village gram panchayat oversees waste management for the entire village. To further contribute to waste reduction, the college has constructed a compost pit for leaves, grass, and other organic materials. The peon meticulously grades the garbage, separating compostable waste destined for the bio-compost pit. Regular watering expedites the composting process, producing bio-fertilizer used in the college garden and plants. This initiative
--

not only promotes sustainability but also reduces institutional expenses on garden maintenance.

Liquid Waste Management:

The establishment of a chemistry lab has introduced liquid waste to the college. To address this, a dedicated soak pit has been created, complementing the existing three soak pits designed for toilet waste.

E-Waste Management:

Given its rural location, the college currently does not generate electronic waste, minimizing environmental impact. The absence of electronic waste reflects the institution's commitment to responsible waste management practices.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	http://www.bodhegaoncollege.co.in/pdf/file/criteria/c7/7.1.3%20PHOTOS.pdf
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

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

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	E. None of the above
--	-----------------------------

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

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	C. Any 2 of the above
---	------------------------------

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The college actively engages in multifaceted initiatives to foster an inclusive environment, promoting tolerance and harmony among students and faculty from diverse backgrounds. Various activities, including the celebration of national festivals, commemoration of eminent personalities, and engagement in NSS activities, serve as platforms for bringing together individuals with distinct cultural, regional, linguistic, communal, socioeconomic, and other diversities.

Republic Day and Independence Day are celebrated annually, contributing to the emotional and patriotic connection among students and faculty. The management's support facilitates the observance of commemorative days, not only for recreation but also to instill a sense of unity and social harmony. The college actively participates in cultural and regional festivals, such as New Year Day, Fresher Party, Teacher's Day, orientation and farewell programs, rallies, oaths, plantation drives, Youth Day, Women's Day, Yoga Day, Ganpati Mahostav, and religious rituals, fostering an inclusive atmosphere.

Joint celebrations of cultural events and festivals emphasize the importance of unity and social harmony, with religious rituals performed on campus. Motivational lectures by eminent personalities contribute to students' personality development, emphasizing responsibility, social and communal harmony, and national integration. Beyond academic and cultural pursuits, the college is committed to enhancing infrastructure for diverse sports activities, promoting the physical fitness of students within the inclusive environment.

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

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The college is unwavering in its commitment to instill constitutional values, rights, duties, and responsibilities among both staff and students, fostering a sense of civic responsibility as outlined in the Constitution of India. Various activities are organized to sensitize individuals to their national obligations, aiming to shape students into responsible citizens. Events such as Independence Day, Republic Day, Constitution Day, Maharashtra Din, etc., serve as platforms to instill moral duties rooted in the ideals of the freedom struggle and civic duties, emphasizing respect for the Constitution, National Flag, and National Anthem.

The college also commemorates the birth and death anniversaries of revolutionaries who made significant sacrifices for the national freedom struggle. Through regular teaching-learning processes, teachers actively impart values such as sovereignty, unity, and integrity of India, motivating students to contribute to national service when called upon. The humanities and social sciences subjects promote harmony, fostering a spirit of common brotherhood transcending religious, linguistic, and regional diversities while discouraging practices derogatory to the dignity of women. In science subjects, the college cultivates a scientific temper, humanism, and the spirit of inquiry and reform among students. Overall, the institution remains dedicated to nurturing responsible citizens imbued with constitutional principles.

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

7.1.10 - The Institution has a prescribed code

C. Any 2 of the above

of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website. There is a committee to monitor adherence to the Code of Conduct. Institution organizes professional ethics programmes for students, teachers, administrators and other staff. 4. Annual awareness programmes on Code of Conduct are organized.

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

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The college actively organizes and celebrates a diverse array of national and local festivals, fostering a rich cultural tapestry. Notable events include:

****National Festivals:**** 1. ****Independence Day (15th August):**** Commemorating the sacrifices of freedom fighters and the liberation from British rule.

2. ****Republic Day (26th January):**** Celebrated with national fervor, marking the day when the Indian Constitution came into force.

3. ****Gandhi Jayanti:**** Honoring Mahatma Gandhi's birth anniversary, emphasizing non-violence and truth.

4. ****Raksha-Bandhan:**** Observing the traditional bond between brothers and sisters.

5. ****Maharashtra Din and Labour Day (1st May):**** Recognizing the

significance of Maharashtra Day and paying tribute to laborers.

6. ****Makar Sankranti Celebration:**** Celebrating the harvest festival with traditional fervor.

7. ****National Yoga Day:**** Promoting physical and mental well-being through yoga practices.

****Birth/Death Anniversary Celebrations:**** The college pays tribute to the legacy of Indian national heroes through the observance of birth and death anniversaries, including: 1. Mahatma Gandhi 2. Chhatrapati Shivaji Maharaj 3. Dr. Babasaheb Ambedkar 4. Lal Bahadur Shastri 5. Indira Gandhi 6. Swami Vivekananda 7. Karmayogi Abasaheb Kakade 8. Kranti Joyti Savitribai Phule 9. Dr. APJ Abdul Kalam 10. Punyshlok Ahilya Devi Holkar

The celebrations contribute to the cultural vibrancy of the college, fostering a sense of unity and respect for the diverse heritage of the nation.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

Best Practice Report

Late Abasaheb Kakade Arts College in Bodhegaon exhibited exemplary commitment to civic education and holistic student development through two impactful initiatives.

1. **National Voters Day Celebration (January 25, 2023):** The college hosted a thought-provoking event emphasizing the importance of civic responsibility and voting rights. Presided over by Dr. M.K. Fasale, the Principal, and featuring Mr. Shankar Madake as the resource person, the celebration effectively educated students on

their role in shaping the nation's future through active participation in the democratic process.

2. Life Skills Development Programme (February 26, 2023): Recognizing the significance of holistic education, the college organized a Life Skills Development Programme. Led by Dr. M.K. Fasale, the session delved into essential life skills crucial for personal and professional growth. Topics such as effective communication, critical thinking, problem-solving, time management, and emotional intelligence were covered, enriching students and faculty alike.

Both initiatives showcased the college's dedication to nurturing well-rounded individuals equipped with the knowledge, skills, and values essential for active citizenship and success in various spheres of life. Dr. M.K. Fasale's expertise and engaging approach significantly contributed to the success of these endeavors, leaving a lasting impact on the college community.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Late Abasaheb Kakade Arts College in Bohegaon has shown exceptional commitment to community well-being and rural development, with a distinctive focus on animal health and hygiene. The institution organized a Lampi Awareness Program, underscoring its priority in promoting livestock health and welfare. Dr. Amol Jadhav, a respected Government Veterinary Officer from the Shevgaon Region, played a crucial role as the resource person in a workshop conducted as part of this program.

During the workshop, Dr. Jadhav shared invaluable insights on livestock care, disease prevention, and the significance of maintaining hygiene in animal husbandry. This initiative not only enhanced the knowledge of the college students but also extended its impact to the local community.

The commitment to rural development was further demonstrated when Dr. Amol Jadhav, along with college students, visited the village

of Sukali. Here, practical guidance was provided to villagers on implementing effective measures for livestock care. The team conducted disinfection procedures, ensuring the health and well-being of the animals.

Late Abasaheb Kakade Arts College, through its Lampi Awareness Program and hands-on initiatives in villages like Sukali, has thus made a significant mark in promoting animal health and fostering sustainable rural development. This distinctive focus aligns with the institution's commitment to addressing the unique needs of its rural setting.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. Complete the submission of the SSR for the 3rd cycle of accreditation. 2. Facilitate a workshop on the New Education Policy to enhance awareness and understanding. 3. Undertake initiatives to evolve into a comprehensive multidisciplinary institution. 4. Work towards fortifying the Academic Bank of Credits, aligning with the recommendations of NEP 2020. 5. Expand skill enhancement programs to empower students with practical capabilities. 6. Initiate steps for the seamless integration of the Indian Knowledge system within the curriculum. 7. Implement Certificate Courses/Programs to diversify learning opportunities. 8. Enhance the feedback system for all stakeholders to ensure continuous improvement. 9. Boost student admissions across the three faculties. 10. Implement tailored activities catering to both slow and advanced learners. 11. Incorporate student-centric methodologies like experiential learning and participative problem-solving. 12. Encourage and support students to pursue research qualifications such as Ph.D. or engage in Minor Research Projects. 13. Strive for the successful attainment of program outcomes and course outcomes. 14. Publish high-quality research papers in UGC-notified journals. 15. Establish functional Memoranda of Understanding (MoUs) with national and international institutions, universities, industries, and corporate houses. 16. Focus on enhancing infrastructure and physical facilities. 17. Conduct capacity-building and skills enhancement programs to enrich the learning experience.