



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **BHAUSAHEB LAHANE DNYANPRAKASHA ARTS COLLEGE**

AT POST PINJAR, TQ BARSHITAKALI DIST. AKOLA (MAHARASHTRA) 444407

444407

[www.bldcollege.ac.in](http://www.bldcollege.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The college management and governing body is Sushikshah Prasarak Mandal, Pinjar which is one of important socially committed NGOs. It was established by Late Motiramji Lahane, a very honored and respected Peoples leader who served as MP also . The main purpose was to provide education to the poor in rural areas. To fulfill its objectives, Bhausahab Lahane Dnyanprakash Arts College, Pinjar, was established in 1995, at Pinjar, a small village of Vidarbha region of Maharashtra. The college is permanently affiliated to Sant Gadge Baba Amravati University, Amravati. Besides, it is recognized by UGC under Section 2(f) & 12 (B) of the UGC Act 1956 as well as completed its 3rd cycle of Assessment and Accreditation. From the inception, the college has been running a single program B. A. a three years degree program.

Since then our college has been imparting education in the Arts at Graduation level. Recently, in the last year one research Degree program Ph. D. in Economics is opened. It has competent and experienced staff in teaching departments, well equipped and recognized research laboratories, a computer department, rich central library supported by spacious reading rooms, beautiful campus, botanical garden and playgrounds. It is always attempted to provide quality education to the students who are coming from all walks of life.

College introduced some Certificate courses. We have 10 teaching faculties. Out of them 8 faculties have been awarded with the Ph. D. Likewise there are 08 employees as non-teaching staff in Administrative Department. NAAC has reaccredited our college with B grade in its 3rd cycle with CGPA 2.11.

### **Vision**

To pay special attention to the educational needs of people in rural areas, women and to equip them to participate in the nation building activity with a view, to promote their individual, social and national growth.

### **Mission**

1. To offer excellent education to the poor and the backward class students of the rural area.
2. To aim at the overall personality development of the students through extra and co-curricular activities, social and cultural organizations.
3. To provide an opportunity to rural area students to face all the challenges of a competitive world, with the utmost utilization of their potential in sports, athletics and other events.
4. Enhance the commitment of faculty staff and students to the centrality of diversity social justice and democratic citizenship.
5. To develop programs and services designed to help students identify educational and career goals.

6. To make students able to set realistic career paths, and develop skills necessary to achieve intellectual and personal growth.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Mission to impart quality education to all.

A rich heritage of ideal thoughts and visions in leadership..

A College located in the surrounding rural areas to get feeding.

Own Building and green campus with ground for outdoor programs. .

01 UG, 1 Ph. D. Centres in College for NAAC Accreditation.

Emphasis on holistic development, social commitment and environmental consciousness.

Pioneer in offering higher education in the rural.

Representation of faculty members on the committees of Sant Gadge Baba Amravati University, Amravati.

Licensed software and computer interfaced experiments for teaching and learning.

Developed Flowery Green Campus with diverse Flora and Fauna.

Qualified, competent and committed faculty with a potent combination of Experience & Enthusiasm. Emphasis on career-based education, disciplined class room teaching, regular attendance of the students, well-conducted examinations and timely publication of results.

Numerous extension and outreach activities, programs as well as research publications

Developed ICT based facilities i.e. Computers, LCD projectors, LED, Laptops, Lecture capturing systems.

Library automated with Libsoft software and equipped with online resources Internet.

Adequate sports facilities for indoor and outdoor games & well equipped gymnasium.

Registered Proactive Alumni Association.

A robust Mentor-Mentee system. Secure & safe environment for girl students.

**Motipuspa:** the college magazine, a platform to exhibit the latent potential of the students.

Eco-friendly campus with rain water-harvesting, energy conservation, waste management mechanism.

Extension activities through NSS, Good performance in Sports and Cultural activities.

Internet facility with more than 40mbps speed.

### **Institutional Weakness**

Economically weaker background of students limits scope to offer Add on and Career Oriented Programmes.

Limited or lack research grants from Government / Non-Government funding agencies.

Being mono stream college, limited scope for adopting any interdisciplinary innovative curriculum.

Lack finance for strengthening academia-industry linkages.

State Government stopped Non Salary grant.

### **Institutional Opportunity**

Expansion of Collaborations and Consultancy.

Collaborative research with research institutions.

Introduction of PG program

Introduction of more doctoral programs.

To apply for various schemes of National funding agencies to develop infrastructure and instrumentation.

Create ecosystem for promoting start-ups.

E-content development by faculty for national level.

Potential to introduce interdisciplinary courses and programs under NEP2020

### **Institutional Challenge**

Institutional Challenge Keeping pace with the rapid changes in higher education.

Sustaining quality along with access. Providing resources for marginalized students.

Generation of resources for up gradation of infrastructure.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Bhauasaheb Lahane Dnyanprakash Arts College, Pinjar is affiliated to Sant Gadge Baba Amravati University, Amravati (MS) The College has specified its vision and mission statements that integrate the new education policy.

The institution offers 1 U.G. programmes i.e. B.A., and 01 Ph.D. programmes in Economics. Besides, 12 certificate courses are introduced across all UG programs. College prepares its annual academic calendar, after publication of parent university academic calendar and keep adherence with it. For effective curriculum delivery and transaction, the college has evolved a strong mechanism in the wake of ICT revolution. The college central library is updated and partially automated that helps to avail online resources. The college abide by providing an intensive experiential and participative learning through projects, assignments, industrial visits, field work study, educational tours, and continuous evaluation through unit tests seminars, group discussions, and practical. Examinations.

In line of contribution to curriculum design and development, we have 01 (one) senior faculty members who worked on various University academic bodies. Likewise many faculty members have worked as a Question Papers Setter, Moderator and Evaluator.

In the curriculum academic flexibility is provided through elective and CBCS patterns at undergraduate level. To ensure effective delivery of curriculum the Institute conducted internal/external academic audit and submitted its report to the College Development Committee for appropriate considerations. The curriculum designed and developed by the University takes care of overall development of the students. All cross cutting issues such as human values, professional ethics, gender sensitization and environment sustainability have been integrated in the curriculum. Stakeholder's feedback system is effectively implemented. Feedbacks are helpful for revision, redesign and to enhance learning effectiveness.

### Teaching-learning and Evaluation

The admission process:

The college constitutes admission committee to carry out the admission process at the first year of each degree program. At present though this process take place through dual mode is online and offline, but it is quite transparent. Eligibility criteria laid down by Sant Gadge Baba Amravati University, Amravati is strictly followed. The reservation policy of the government of Maharashtra is observed. Average percentage of enrolled students is more than 72.18% as figured out during the assessment period. Average percentage of seats filled against seats reserved for various categories of students is 100% in the assessment period. At the beginning of academic session, the teaching departments assess learning levels through tests and seminars. Then the teachers adopt appropriate teaching methods for them. Teachers use experiential learning, participative learning and problem solving methods to enhance the learning experiences of students.

For better comprehension of the subject, more emphasis is given on laboratory teaching in science stream and experiential learning in humanities. Field work study and industrial visits, practical work is focused in teaching. Apart from this, workshops and seminars are organized for the students. The college academic and

infrastructural facilities consists of rich library, internet, computers and other ICT tools which facilitate the learning to make it more students centric. Teachers used ICT tools and software programs like Google Classrooms as digital platforms for teaching, learning and evaluation process. The college has 10 full time permanent faculty members of which 09 faculties are awarded with the Ph.D. in their respective subjects. Besides there is 01 temporary faculty appointed this year. All the teachers attended national and international conferences, seminars, workshops, orientation, refresher and short term training courses.

Being an affiliated college, evaluation of academic performance of the students is done by the college within the framework of the parent university. Programme and course outcomes of all programmes are communicated to students through website and discussed in the beginning of academic session.

### **Research, Innovations and Extension**

The college research activities.

The college has research committee to look into this aspect. Till date in this assessment period 02 students are pursuing their Ph. D. Degree. There are 2 two supervisor recognized by SGBAU, Amravati. They college faculty are engaged in research activities. They publish their research work in reputed journals and periodicals time to time. During the last five years total 59 full research papers are published by the faculty. The faculty members authored 06 chapters -in book, in edited volumes and 1 books is authored and published at national level and 2 books are published at Intrnational level. Promotional and developmental activities of research are maintained and monitored by the Principal, IQAC and RAC (Research Advisory Committee) of the college. The RAC and IQAC appeal the faculty members to apply for research grants to various funding agencies. Our faculty memebtrs attended many seminars and workshops.

The college has 01 recognized research centre, where 02 Ph. D. students are pursuing Ph. D. degree. At present we have 2 Ph. D. supervisors recognized by Parent University. Some of the departments have established linkages and MoUs with various national, regional agencies and firms for collaborative research. Various academic events are conducted for research promotion. The college has a good number of extension activities conducted by various departments and support services such as NSS, Sports, and Library. It includes community development, communal harmony, environment, water conservation, health-hygiene and awareness programs. During last five years, the college has received 01 taluka level recognition for the cleanliness awareness campaign and fieldwork in Swachh Bharat Abhiyan Mission. The students, who have been working in various sectors of community development are felicitated and awarded by various government and non-government organizations.

### **Infrastructure and Learning Resources**

Infrastructural and Learning resources of the institution are consistently developed and maintained. The college infrastructure consists of physical facilities and academic facilities. In physical we have spacious college building having total 04 teaching and learning class rooms and 01 fully equipped computer laboratory. The college campus comprises of playground- having 200 mts running track, Kabbadi ground, Vollely Ball, Kho kho, Long Jump, High Jump, Discus, Shotput, Javelin, hammer throw ground. Academic facility consists of students support facilities, Canteen, library, reading room, Girls common room, boys common room, administrative building, Vehicle parking area and various subject departments. Master plan of institution exhibits optimum utilization of infrastructure.

Total land area of the college is 5.23 acres and total built up area is 7500 sq.ft. with G+1 floor and adequate parking facility. The college campus is fully under supervision of security guard. The fire safety system is also installed. To overcome the problem of power cut, the Generator and UPS are setup at various places. The use LED lights helped to minimize the electricity consumption. There is 01 Auditorium hall, 01 ICT cum Seminar halls, a language laboratory and IQAC meeting hall. The college has learning resources- 33 Computers including 06 Laptops with internet facility, LCDs, Scanner and Printers in class rooms. College has outdoor play grounds, Yoga centre, meditation hall, for all round development of students. We have a good collection of Books, Journals, Reference books.

The institution has made provision of NLIST- facility with E-Books and E-Journals. The library has Libsoft software. The students have an access through College website <https://www.bldcollege.ac.in> is updated which provides current information to parents, students and also alumni. College installed Wi-Fi facility. The medical facilities are provided as per required. In addition to above, there is garden in the campus and Holley Ball ground and running tract.

### **Student Support and Progression**

The college publishes prospectus and a college magazine. 50.33% student's avails scholarships and other financial assistance from the state and central governments. Besides, the college supports the economically weaker students. The college conducts career counselling and guidance for competitive examination that helps to qualify NET or SET, as an instance our one PG student has cleared NET. The College provided all sports and games facilities to the students and conducted University Level Sports and Games competitions. Some students shown their outstanding performance in sport activities in last five years. The college organized sports events at intra college level also. Students participated in events arranged by University such as Youth festival. College provided financial support to students for participation in sports and cultural events. The students are made aware of discipline, rules and regulations to be observed. Grievance Redressal Cell and Anti-Ragging Committee are constituted as per State Government and University directives.

The institution is proud to have a registered Alumni Association comprising number of well settled college Alumni through different professions. The student success rate of the institution has been positively increasing. Students' progression rate in higher education is good. The college has NSS Unit which undertake regular activities. Each year, they conduct special camps in nearby village. They are given extension and community work like Tree Plantation, Cleanliness Drive, Water Conservation, Blood Group Check up, Free eye check up camp, immense of renewable energy. In their routine class room activities, they participate in seminars, conferences. Student's representatives participated in various academic and administrative committees. The college has organized guest lectures by inviting eminent scholars to create a scientific temperament among the students and the society.

### **Governance, Leadership and Management**

The Mission and Vision statements clearly reflect the distinctive characteristics of the institute. The executive members of the governing body, the principal and the faculty members have an active participation in College Development Committee (CDC), IQAC, College Council, Purchase Committee, Library Committee and UGC Interface Committee. Academic and Administrative performance of the college is reviewed and assessed through College Development Committee, IQAC and College Management to strengthen the process of marching towards excellence. E-governance is implemented in all administrative and academic matters. The

Institutional authority provided complete autonomy under the supervision of the Principal, faculty heads and heads of the department for planning and implementing the teaching –learning plans, research, extension work, academic and extracurricular activities. The college has a culture of participative management through decentralization of work. The college prepares a perspective plan for teaching-learning, research, extension, extracurricular and co-curricular activities. Internal organizational structure and decision making process is undertaken by CDC, IQAC, College Council and Heads of the Departments. The plan of quality improvement strategies is designed. The college has established student's feedback systems. After analysing the feedbacks, the suggestions are forwarded to the higher authority. The institutional authority encourages faculty members to participate in Faculty Development Programs (Online/ Offline). The college has various welfare schemes for teaching and non-teaching staff. Self-performance appraisal forms are considered for faculty's assessment and career advancement. The financial budget is prepared and approved in CDC. Financial audit is conducted by internal and external agencies. Audited statements are prepared by Chartered Accountant. The IQAC is functional, having the members from management, teachers, students, non-teaching staff, external experts and alumni. The academic audit is conducted on regular basis. The data collection and compilation of all academic activities is a regular practice. IQAC, in collaboration with the management and various college departments, organizes various events for the benefits of students.

### **Institutional Values and Best Practices**

Various initiatives are taken by the institution for the promotion of gender equity such as sensitization campaigns, training, workshops, programs etc. A safe and secured environment is provided to all. There is secured compound wall, common rooms and grievance committees for various issues. Water conservation facilities are also available in the institution. Use of renewable energy, water harvesting, check dam construction in the villages adopted by NSS unit, efforts for carbon neutrality, plantation and waste management are undertaken. Use of CFLs, LED lamps and other eco-friendly products with star rating minimized the power consumption. The college campus is green with lawns and Herbal garden. Efforts are taken to keep the campus green and clean by carrying out environmental promotion activities. The institution has a barrier free environment, washrooms, human assistance. The institution promoted an attitude of tolerance and inclusiveness towards linguistic, cultural, communal and socioeconomic diversities. Every student is equally treated and the environment of tolerance and belief is maintained. There is NSS unit conduct voters' awareness rally, cultural programmes, and celebration of birth anniversaries of visionary leaders. Value based programmes are conducted to sensitize students and employees to the constitutional obligations. A Code of Conduct is prescribed for all. Various National and International days and events are celebrated in the institute with great enthusiasm in various ways.

Two Best Practices identified by the institute are

- 1- Needy's Assistance Oath
- 2- Constitutional Awareness Program.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHAUSAHEB LAHANE DNYANPRAKASHA ARTS COLLEGE
Address	At Post Pinjar, Tq Barshitakali Dist. Akola (Maharashtra) 444407
City	Akola
State	Maharashtra
Pin	444407
Website	<a href="http://www.bldcollege.ac.in">www.bldcollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vinod C. Kharode	07255-255272	9423130155	07255-255272	bldasc226@sgbau.ac.in
Associate Professor	Ashok Vitthalrao Wahurwagh	07255-2255272	9767615292	07255-255272	ashok.wahurwagh76@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	07-07-2011	<a href="#">View Document</a>
12B of UGC	07-07-2011	<a href="#">View Document</a>

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

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

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At Post Pinjar, Tq Barshitakali Dist. Akola (Maharashtra) 444407	Rural	5.23	696.77

**2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Marathi,	36	HSC	Marathi	460	345
UG	BA,English,	36	HSC	Marathi	460	345
UG	BA,Economics,	36	HSC	Marathi	460	221
UG	BA,Political Science,	36	HSC	Marathi	460	230
UG	BA,History,	36	HSC	Marathi	460	285
UG	BA,Sociology,	36	HSC	Marathi	460	190
UG	BA,Marathi Litt,	36	HSC	Marathi	460	68
Doctoral (Ph.D)	PhD or DPhil ,Economics,	36	PG	Marathi	4	4

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				8			
Recruited	0	0	0	0	3	0	0	3	6	1	0	7
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	8	0	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	5	1	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	6	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
		0	0	0	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	179	0	0	0	179
	Female	166	0	0	0	166
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	23	27	35	41
	Female	36	26	18	37
	Others	0	0	0	0
ST	Male	2	2	5	1
	Female	5	5	2	2
	Others	0	0	0	0
OBC	Male	114	92	64	106
	Female	121	107	107	144
	Others	0	0	0	0
General	Male	7	5	16	9
	Female	1	3	3	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>309</b>	<b>267</b>	<b>250</b>	<b>343</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Bhauseheb Lahane Dnyanprakash Arts College, Pinjar Tq. Barshitakali, Dist. Akola, is a one of the higher education premier institute having courses in Arts stream run under the Department of Humanities of Sant Gadge Baba Amravati University, Amravati. Now after implementation of CBCS system the college has adopted multidisciplinary approach. The CBCS system offered courses through open ended, multiple exit and entry mode, using the nomenclature such as DSCs (Discipline Specific Course) which refers to the core subjects in a chosen stream and AECs (Ability Enhancement Course) &amp; GOEC (Generic Open Elective Course) courses from the discipline such as Arts. In Arts stream we have DSCs</p>
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	<p>like Marathi, English, Political Science, History, Economics, Sociology, Marathi Literature, internal choice to opt five subjects. In addition to this, the institute has offered Ph.D. programmes in Economics. The institute has necessitated adequate research facilities. The faculty and students doing research are encouraged to undertake interdisciplinary/ multidisciplinary research projects. Along with the existing programs, and different courses there is well developed infrastructure that can be supportive to introduce Multidisciplinary as well as Interdisciplinary Courses. The academic collaboration with the established multidisciplinary sister branches is also possible. Such blend of core subjects and interdisciplinary approach will help students to shape their career options. Total enrollment of the student is more than 300 in our college. So it is possible for us to transform the institute in one of excellent higher education Teaching centres as proposed in NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>Our college namely Bhausahab Lahane Dnyanprakash Arts College, Pinjar Tq. Barshitakali, Akola is affiliated to Sant Gadge Baba Amravati University, Amravati and bound to follow the courses, syllabus and other rules &amp; regulations of the affiliating University. In the light of recent move under NEP 2020, the students are encouraged to enroll their names to attend online courses provided by open learning resource centers. As per university directives all students have opened their online ABC where their credits earned may get accumulated as online repository. Owing to the implementation of National Education Policy, the affiliating University has already taken initiatives to introduce Credit Based System at Under graduate and Post-Graduate level. The Academic Bank of Credits (ABC) would provide digital platform for the students for credit recognition, credit accumulation, credit transfers, and credit redemption. The initiative undertaken by the affiliating University is at preparatory phase. Therefore, it sequential for the institute to register for the ABC of each student.</p>
3. Skill development:	<p>The affiliating university initiated the implementation of learning outcome based curriculum framework for the UG programme which is consistent with the objectives of NEP for fostering quality education. It includes the translation of academic research into</p>



	<p>innovations for practical use to socio-economical development. Involvement of public and private sector investment in higher education will develop alternative learning modes such as open and distance learning modes. Introduction of the MOOCs will help students to develop their skills. Career oriented programs/Skill courses are introduced at the UG level which have flexible entry and exit mechanism. The Institute is focusing on the courses that encompass Basic Skill building, Sector-Specific training, Pre-Employment training and allied activities. The institute having number of programs and courses, the students have a large amount of flexibility in choosing individual curriculum, certain subjects.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college faculties are encouraged to prepare subject material regarding skill oriented courses and value-added online courses into the regional language. Teachers are suggested to write scientific articles in the local newspapers and deliver popular lectures in the regional languages. The courses will be designed for the promotion and improvement of local skills in the local language. The regional and local arts and crafts are promoted through entrepreneurship cell of the college. Some parts of syllabi of the subjects like English Language and Marathi Literatures are based on traditional and ancient aspect to promote regional knowledge and culture.</p>
5. Focus on Outcome based education (OBE):	<p>New Education Policy (NEP-2020) has focused on experiential, application-based learning and research based internship in the stream of all discipline. As a part of holistic and all encompassing education, students will be given internship opportunities in local industries and businesses. Local communities as well as research internships will improve students' employ ability. Ph.D. students and faculty members are encouraged to undertake high quality outcome-based research so as to produce Intellectual Property (Patents and Copyrights). Students are encouraged to participate in various Tech-Fests, Science Fairs, Innovation, Competition, etc. for exploring the practical side of their learning and promoting innovation among students. The institute has been taking efforts for program outcome, program specific outcome and course outcome.</p>
6. Distance education/online education:	<p>It is true that NEP 2020 emphasized distance</p>

education and online education which expand the access to education and training for employed students. Its flexible schedule reduces the effects of the time constraints imposed by personal responsibilities and commitment. The Institute has already started working on these aspects. The ICT based facilities are created for imparting online education. This compel the institution to encourage teachers to create online add-on and skill based courses. Henceforth, the college has suggested to develop e-content and online teaching material. To cope up with the advanced teaching skills and to understand current online teaching trends, teachers are motivated to participate in advanced pedagogy training programs. The students are encouraged for enrolling on the SWAYAM-NPTEL courses from where they can earn credits from renowned HEIs. In future students and teachers will be instructed to register and complete SWAYAM and NPTEL courses. Institute has planned to start online certificate course and other skill development courses through online mode.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
345	309	267	250	343

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 7

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
23.2	12.75	8.00	14.63	16.14

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

The work of curriculum design and development is done by affiliating University, Sant Gadge Baba Amravati University, Amravati. The same is prescribed to all affiliated colleges including ours Bhausaheb Lahane Dnyanprakash Arts College, Pinjar to be implement following the broad framework and directives given time to time. However, the college has autonomy time and sequence to implement the curricular as per respective planning of each of the college. The Institution ensures effective curriculum delivery through a well-planned and documented process to achieve academic excellence & professional competency by adopting academic flexibility measures.

At the outset of each session, Time-table is framed following the workload of each subject as per prescribed university guidelines. Heads of department conduct meeting with faculty members to finalize departmental time table, curricular and extracurricular activities and distribution of workload. An induction programme is conducted for the new batches. Each faculty member strictly follows the time-table and prepares micro teaching plan. Every subject teacher uses teaching-aids along with ICT tools. Power-point presentations, soft and hard copies, whats app links for study materials, website addresses are provided to the students. The students maintain the record book of practical which are verified by concerned teacher. In the pandemic period, college switched over the curricular and co-curricular activities to online mode. Governing body, the management of the college provided LMS for curriculum delivery. Faculty members also use Google class room, Google meet, YouTube, and Zoom platform for lectures and internal assessment. The faculties gave demonstrations of the experiments virtually. Teachers are appointed in-charge of various aspects for effective curriculum planning and execution. The mentor teacher takes care of students regarding academic performance, scholarships, examinations and other problems. Continuous monitoring of the students is a part of internal assessment. Faculty members are available after class hours in the department to clear the students' doubts. Simplification of curriculum delivery through teaching outside the classroom. Industrial visits to understand production, technical and manufacturing processes. Program outcome and course outcome are well defined and disseminated to all the stakeholders through websites. Progress of the syllabus and curriculum delivery is reviewed from time to time. The collected and analyzed feedback on curricula is communicated to the administration for upgrading purpose. One faculty member is involved in revision of curriculum as a member of university academic bodies such as BOS.

Institute encourages teachers to attend orientation and refresher programmes in respective subjects to acquaint themselves with the depth of theory, practical and the reference material. It is further supplemented by various workshops, teachers' training programs, short term courses conducted by Academic Staff Colleges and other institutes. The institute encouraged teachers to attend meetings of various academic bodies like Academic Council, faculty of streams and Board of Studies etc. ICT

facilities and resource material support from Library helped in effective implementation of the curriculum. External and internal audit of the department is conducted regularly to ensure the effective delivery of curriculum

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 8

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response:** 19.75

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
80	83	34	65	37

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

The college integrated cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into curriculum. The syllabuses of Humanities has all the above said topics in its curriculum. Chapters related to Professional Ethics are prescribed in the subjects Commerce and Management. Gender Equity issue is covered in the subject of Humanities. Human Values are taught in the subject of Humanities and Social sciences. Environment and Sustainability is covered in the subject Environmental studies. The students are taught these issues with equal vigour along with other contents. Apart from the regular teaching on these issues, the college has other mechanisms to address them which support the teaching of content of the syllabus.

The health awareness programmes are carried out every year in college. To boost the confidence of girl students special programs in the line of women's development are arranged. Such programs sensitize the students about the gender issues taught in the syllabus.

In fourth semester of all faculties, Environmental Studies is a compulsory subject, in which the students get detailed information on the issue of Environment. To give a participatory learning experience, the institute conducted various programmes to let student to be aware of the sustainability of the environment. Every year, students are taught importance by introducing to nurture the "Forest Conservation" in college campus. This made students aware about conservation and protection of forest and its ecological importance. At the same time, the college follows it practically and has a "Green Campus". We also donated a Solar Street Lamp installed in our adopted village that saves energy and boost the college initiatives in energy conservation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**1.3.2**

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

**Response:** 19.71

**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 68

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1**

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** D. Feedback collected

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 72.18

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
195	155	146	151	147

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
220	220	220	220	220

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 100

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	110	110

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	110	110

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio  
(Data for the latest completed academic year)**

**Response:** 49.29

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The college Bhausahab Lahane Dnyanprakash Arts College, Pinjar is one of such higher education institutes which is committed to bring about around development of students using both the traditional and modern methods of teaching. It is a blended mode of teaching method which is primarily given focus. There are fulltime, high profile, fully qualified faculties for each subject. They are instructed to

adopt student centric approach, they personally supervise students' progress. Following major methods are adopted to ensure student centrisim.

### Experiential learning-

Students are given assignemnt, home assignment, project and practicals in language classes. Class study tour was arnaged were arranged.

### Participative learning-

#### problem solving methodologies-

#### Use ICT- enabled tools\_

**Online resources: You tube Videos, Educational Vlogs, Articles, online databases of policy and quantity, Google classrooms, use of PPT to class presentation.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

#### Percentage of full-time teachers against sanctioned posts during the last five years

**Response: 77.78**

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 88.57

**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	6	6	6

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The mechanism of internal assessment in the institution is transparent and robust. It follows the regulations and guidelines of Sant Gadge Baba Amravati University, Amravati (MS) and state government of Maharashtra. Besides, the college itself has constituted its Board of Examinations for conducting both the external and internal evaluation process of theory & practical subjects. At the beginning of academic session, college forms internal examination committee for effective implementation of internal assessment of the students. Internal examination committee prepares yearly calendar with the consultation of all the heads of departments for smooth functioning of internal assessment. The process of conducting internal assessment and examination is informed to students and

parents during the orientation/induction program. The programme of internal examination is prepared and displayed on the institution's notice board and circulated for staff and students through WhatsApp groups.

The syllabus for internal assessment is informed to students in the class by the subject teachers one week in advance. The question papers and scheme of evaluation are prepared by the subject teachers as per university syllabus and guidelines. The departmental internal exam coordinator and HOD moderate the question papers after considering Programme Outcome and Course Outcome. To ensure transparency, students have to write answers in the answer books.

The internal evaluation begins in the classroom by conducting unit tests. For every subject, two internal assessment tests are conducted as per university directions. The marks obtained in internal assessment tests are included in the mark sheets. Throughout the academic year, the performance of the students is assessed by assignments submission, project works, seminar presentation, group discussion, study tour and practical work. Subject teachers evaluate the answer sheets and give suggestions to students with counseling on how to improve the answers. The evaluated answer sheets are provided to the students for their overall observation.

Transparency in internal evaluation is ensured by displaying marks on the departmental notice board. If any grievance, students consult to the subject teachers for the corrections. The subject teachers deal with the students problems regarding evaluation and allotted marks. If the student is not satisfied, the matter is placed before the Head of department.

After Internal assessment process, the answer books, assignments, projects, survey reports, field visit reports are collected and preserved in the departments. For transparency in internal assessment, advance mentoring, academic calendar, grievance redressal, and displaying of internal marks are practiced. Written-Test, Practical Examination, Multiple Choice Question (MCQ), Online Exam, Quiz Competition, Assignments Submission, Projects Reports, Seminars Presentation, Group Discussion, Study Tour, Industrial Visits and Field Visits are the modes of conducting Internal assessments.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### Response:

The college has under graduate program and one research program in Economics run under the Faculty

of Humanities of University, Sant Gadge Baba Amravati University, Amravati. Program outcomes (PO), Specific Program outcomes (SPOs) and course outcomes (COs) were formulated reflecting the Vision, Mission and Strategies of the College. They are displayed on website of the institution. Students are made aware about PO, PSO & Cos targeted by the College in Induction program. In general the following expectations in PO, PSO and CO are discussed frequently with the students by the faculty.

1. Recognize ways in which political, social and economic issues which affect their daily lives across time and space.
2. Develop skill in Computer fundamental, Business regularity framework, areas of Income tax. Imbibes the values of the Indian constitution and their significance in everyday life.
3. Developed Scientific outlook for upgrading the aspects related to life, Acquired skills in handling instruments, planning and performing laboratory experiments.
4. The developments of team work and leadership abilities are imbibed to give importance of safe laboratory skills.
5. Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved.
6. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs, COs and PSOs. The mapping of POs, COs and PSOs is prepared by IQAC Coordinator, Dr A. V. Wahurwagh, in consultation with other faculty members. Assessment methods include direct and indirect methods.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Sant Gadge Baba Amravati University has provided broad guidelines for internal assessment and external assessment in the form of internal and external examinations pattern and weightage 80+20. Internal evaluation takes into account journal writing, timely assignments submission, seminar presentations, unit tests, tutorials. The faculty members review students regularly on these criteria and provide opportunity for students to improve their performance. Students' participation in competitions, seminars and conferences, research competitions and other events support the attainment of the stated outcomes. The internal and external assessment systems are off course a way of evaluation. Furthermore, students are observed for their involvement in participatory learning, eagerness to take initiative in activities, improved learning capabilities, development of confidence and personality building etc. Observation and conversation accurately reflect what is achieved from the curriculum. Through external

examination, academic performance is assessed. College level meritorious students are recognised by felicitating in the institution on Republic Day celebrations and awarded scholarships from the fund raised by teachers and philanthropists. University results are thoroughly reviewed and analysed during Academic audits of departments and discussed in Staff Council Meetings as well as in College Development Committee. Through students feedback mechanism the program and Course outcome are evaluated. Number of Students' progression to higher studies reflected the Program and Course outcome. Maximum Students go for Higher studies like UG to PG. Students also appeared for Eligibility and entrance exams like SET/ NET etc. Some Students opted for competitive exams held by Government and non-government organisations. Placement, self-employment, entrepreneurship status and social initiative of the students show the result of Program and Course Outcome as stated by the Institution. Students after their study.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 71.64

##### 2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
51	46	37	33	30

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	56	37	33	74

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.64</b></p>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 18.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	0	0	2.50	00

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The institute has created a type of mechanism for innovative activities as well as creation and transfer of knowledge. The college authority has always been positive to support and accelerate the innovative ideas of the students and teachers. During the last five years the college has constituted Research Advisory Committee (RAC) to monitor the research activities. Even a senior and experienced faculty has been appointed as a coordinator of RAC. RAC facilitated the effective research assistance to research students who are pursuing Ph. D. degree in different subjects and also inculcated the research aptitude among the students.

At present out of 10 faculty members, 09 faculty members of the college are awarded with Ph. D. as highest qualification and 02 faculty members are research supervisor for Ph. D. and M. Phil research. During this accreditation period, 02 students have admitted for Doctoral research under the guidance of supervisor. The RAC in the college regularly encouraged teachers to submit the proposals to various

funding agencies for research grants and to participate in various conferences, seminars and intellectual activities.

During this assessment period, the college organized National seminars, National workshops. The college has entered into MOUs with nearby prestigious institutions and industry.

During last five years, the college teachers published around more than 50 research papers and articles in various (UGC notified, and reputed peer reviewed) journals. The faculty members have also published books and chapters in books. The college encouraged faculty and students to participate in the events like Youth Festival, Apart from this, college organized college level seminars, skill development programs and workshops for students. The campus flora, field industrial visits also gave experiential learning to students. Through seminars on IPR students aware regarding the need and role of I.P.R. of the college is providing good opportunities to students to present their creativity and to develop entrepreneur skills.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 9

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
01	02	01	00	05

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.43**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	0

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.86**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	01	00	0

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The college organized various extension activities with the active involvement of teachers to inculcate the awareness and responsibilities among the students regarding the common social issues i.e. Yoga Day, Tree Plantation, Voters Awareness Rally, Polio Awareness Programme, Social Equity Week, Girls Security Programme, Corona Vaccination and Safety Awareness Programme. Students are encouraged to develop a social mind-set for the betterment of society and social harmony. Some major extension activities are as follows:-

**Cleanliness Drives:** The cleanliness drives are conducted during various occasions by NSS unit. It is prime and regular practice. Along with actual workout, students created awareness about the cleanliness at varied public places like, Pinjar bus, Bye Pass and adopted villages. The work of NSS unit in this field was appreciated by the villagers. District Collector has recognized and appreciated the college's rally conducted to collect fund for Assist to Flood stricken people on dated 14 August 2019, by conferring a certificate and letter of appreciation.

**Awareness Programs:** Various departments organized awareness programs like Aids Awareness Program by NSS Unit, Environment Day, World Wetland Day celebration and plantation Programs by Department of Sociology, Voter Awareness Day Department of Political Science, Ozone Day by Department of Marathi, Wildlife Week by Department of English, World Consumer Day by Department of Economics etc. Such awareness programs also impacted the society.

**Plastic Ban Campaign:** Plastic is the greatest threat to environment, therefore, a campaign to eradicate plastic and plastic ban was organized to make the students aware and to spread this message to the society.

#### 3.4.2

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

**Response:**

Extension activities recognized by the government and government recognized body.

List of extension activities

Recognizing Government/ Government body

**2018 to 2023**

- Eye Check up camp
- health Check Up Camp.
- Haemoglobin, Blood Test Camp Centre, Akola
- Covid Vaccination campaign
- Voter awareness program
- Voter registration campaign
- NSS residential camp.
- women safety and security

Primary Health Center  
Primary Health Center  
Dr Hedgewar Blood Collection

Primary Health Center  
Tahsil Office  
Tahsil Office  
(LSG) Grampanchayat

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.4.3**

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	04	02	01

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1**

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last*

*five years.*

**Response: 1**

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

#### Response:

The infrastructure set up of the entire campus aids teachers and students towards achieving academic excellence. The infrastructure is adequate and shared by all the stakeholders of the institute. There are 4 class rooms and 01 Seminar hall for extra curricular activities, well established library with the facility of special reading rooms for boys, girls and staff. Moreover there are two common rooms one for girls and one for boy students. The college has a land area of 5.23 acres and total built up area is 696 sq.mt, with G floor and adequate parking facility. The institution has well equipped classrooms with Poer point projector, laboratories, computer labs, and seminar halls, central and departmental libraries for the effective teaching learning process. There are 33 computing systems with round a clock Wi- Fi facility with 50 Mbps bandwidth. The institution follows ICT enabled, practical oriented, learner- friendly modes of instruction to make student centric teaching learning process. To make learning process practical and research oriented, the department and research laboratories are well equipped and timely upgraded with advanced equipments. It has 20 computers with other accessories. The college has an auditorium with seating capacity of around 200 with power point projector facility to facilitate cocurricular and cultural activities and 01 seminar hall to cater the needs of audio visual necessity of the events such as guest lectures, seminars, meetings and conferences.

The central library is computerized with OPAC system with remote log-in access to e-resources. The library is enriched with a large section of reference books, text books, e- resources, and reading hall with capacity of 25 students.

Additional Infrastructural Facilities: In campus, there is Canteen, rain water harvesting system, a fire extinguisher and generation system with capacity of 05 kV. Available physical infrastructure is optimally utilized beyond regular teaching to carry out projects, certificate courses, co- curricular activities, staff meetings etc. Beautiful garden, Green beautiful campus with ornamental plants and landscapes. Herbal garden is situated near office. The Plants in the garden have medicinal and economic importance. The flora and fauna in the campus also serve as a means of environment and biodiversity conservation. 2 (Two) water bore well is dug around 50 feet deep to water storing capacity of 40 thousand litres.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.1.2**

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 11.11

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
4.10	1.72	0.18	1.77	0.53

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

**4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

The Library is partially automated with the libsoft software of INFLIBNET. The process of Acquisition, Ordering, Cataloguing, and Circulation is done through Computers. The books are classified according to Dewey Decimal Classification Scheme. Borrowers Ticket and Book Cards are Bar-coded. Books are processed with bar-coded spine labels. For effective implementation of Integrated Library Management System, Library has 01 Server System, 03 Computers for services, OPAC and Network Resource Centre, Scanners, Printers, Barcode readers, Printer, wi fi Internet.

E-Resources

In addition to providing access to its printed resources such as books, periodicals, the library is well equipped with e-resources such as NLIST, E-Books for faculty and students. Remote access facility for E-



resources is provided to Users. The library is partially computerized with the application of barcode technology. The students have access through OPAC (Online Public Access Catalogue). The newly enrolled students are given orientation about facilities and services. Training about use of NLIST consortia is provided to Research students and Staff.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The Institution frequently updates its IT facilities including Wi-Fi There are 33 computers and laptops available in the institution. The configuration of the computers is upgraded as per the advancement in the technology, starting with Intel Pentium Dual core, RAM – 1GB, HDD- 255GB, Monitor- 19.5” and continued with recent Intel Pentium 3.1 Ghz. II, RAM-8 GB, HDD- 1 TB, Monitor-27.0”, Dell Keyboard

Average 30 students and staff optimally used Library. and average 30,000 (thousands) spent on Purchase of Books and Journals.

Computer lab cum MS CIT centre and Library have separate computer systems were installed. Later on Computers are connected with LAN facility. A separate computer system is provided in most of the departments. At the beginning, Internet facility was provided with wired connection to Administrative office and Departments. Then it is updated with Broad Band through LAN with increasing connections.

Now, geo connection with 50 MBPS & Leased line connection are setup in departments. Wi-Fi facility is available with free access for each student in College Campus. Antivirus named Quick Heal Pro, Quick Heal Total Security Net Protector Pro and total Security are installed in all Computers and updated regularly. For continues power backup, Institute has inverters, UPS and petrol generator. Advanced Licensed Softwares are available in college: Microsoft OS – Windows XP, 8,10, Windows Server 2008, 2012, Microsoft Office 2007-2019, programming language Compiler: C- Language, C++, Java, Acrobat Master Pack, Shri Lipi, Devratna 7.0, ISM, Statistical Package for Social Science (SPSS 20), Tally ERP9, Dreamweaver, Corel Draw 14, Page Maker 7, Photoshop CS, Geological Tools Based S/W,

Overhead projector (OHP), LCD Projector, Printer, All-in-one printer, Laptop, Photocopy Machine, Visualizers,

In the time of pandemic for online lectures and Google Classroom, Google Meet, ZOOM, YouTube including live streaming and Whats App platforms are also used for the same.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 16.43

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 21

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 15.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.21	2.29	0.90	1.35	3.82

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 50.33

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
158	169	120	120	195

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

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

**Response:** B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 50.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	122	00	223	229

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

File Description	Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 33.5

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	12	15	09

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
51	46	37	33	30

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response: 0**

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0	00	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

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

**Response: 1**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	2	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:**



## Alumni

Our Alumni Association works for the overall development of students and the institution. This association is registered with the government entitled as "BLD COLLEGE MAJI VIDYARTHI SANGH, PINJAR" through Societies Registration Act, 1860 (XXI of 1860) with the Assistant Registrar of Societies, Akola. The registration no. is ..274/2020. It helps not just financially, but in terms of academic planning, placements of students, career guidance and technological guidance also. The present Alumni Executive Committee is constituted with inclusion of 11 members from diverse fields.

### The main objectives of association are

To arrange visits of eminent pass out students having substantial contribution in the field of business, social work, sports, cultural and the like.

To extend opportunities related to jobs, internships and campus placements

To build an environment that is conduct to mutual growth of alumni and students.

The objective has been the same, to build a strong alumni network which will participate in keeping the Alumni Association banner flying high. Involvement of alumni, in student development through participation in ongoing

To boost academic activities including teaching, research, workshops and conferences. Our former faculties and alumni have been keenly involved in all major college functions such as the Annual Cultural Program, superannuation Program, Prize distribution program of the college, NSS programme & social Activities.

As an attainment of objectives, the Association remained very active and conducts various activities in the line of overall development of students and institution. Following are some of the major activities conducted by Alumni Association.

- Organized tree plantation program at college campus.
- Alumni Association also helps organize industrial visits for the students, thus providing them up to date knowledge of industrial fields.
- Alumni Association provides information about the job opportunities available in various fields and areas in State and National

Major Activities/ Contribution by College Maji Vidyarti Sangha (Alumni Association):

1) Alumni Meet Conduct every year

2) Assistance of Rs. 45000/- ( forty five thousands) for Construction of Toilet

3) Arranged 83000/- Eighty Three Thousands towards, establishing Study Centre Hosted in College.

4) Contributed Rs 9500/- for book purchase and 20160 for Char and 10300 for purchase of Almari related infrastructurl facility during inaugural of Study centre in the name of Late Prof. Dr Anil Thakare study centre.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### **Response:**

Sushikshan Prasarak Mandal, Pinjar is the college governing body. The college is guided by the vision of this institution specified as to achieve “ Excellence in higher education, empowerment through knowledge, inclusive growth for socio- economic change and sustainable development”, it has been functioning in the line of mission stated as:

To impart quality education to the poor, downtrodden masses and to the last man of the society. To provide facilities for the acquisition of knowledge and information and advancement of culture.

To promote quality teaching and learning through suitable academic environment. To undertake quality research in basic, applied and interdisciplinary sciences.

To empower students through education to make them strong, self-reliant, responsible and secular human beings, professionals and citizens.

To help the needy and economically weaker students in education.

To inculcate discipline, sincerity and devotion among the students to make them most dutiful citizen.

To foster Regional, National and Global competencies among the students.

As of now under the directives of parent University the college has adopted New Education Policy, the basis of which is to decentralize and remove the monotony of education by accepting multidisciplinary approach. In this regard the college has constituted interdisciplinary study centre. This centre promotes skill education in the college and many add on courses are started by various department providing opportunity to learn new courses.

The hierarchical functioning of the college assigning duties and related powers as faculty in-charge, and heads of department is an evidence decentralization. Regarding participative governance, it can be stated and evidenced in the representation of staff, teachers and students on various academic and governing bodies. The college CDC and composition of IQAC show participative management of the college academic activities in tune with the management of the college itself.

The institution prepares perspective plan in the line of improvement in Teaching- Learning through greater use of ICT & other innovative means. MoUs with academic institutes and industry. The institution prepares perspective in advance through College Development Committee meetings. The

governing parent society not only encourage but also assists in the overall development of college. The perspective plan of the institution is chalked out through interaction with the IQAC by taking into account the suggestions given by NAAC peer team visit during third cycle of reaccreditation. It was decided to work on implementation of the plan effectively for academic, co-curricular and infrastructural development of the college. This institutional perspective plan is deployed by hosting on the college website. Following is the list of activities implemented during the assessment period

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

The institution prepares perspective plan in the line of improvement in Teaching- Learning through greater use of ICT & other innovative means. MoUs with academic institutes and industry. The institution prepares perspective in advance through College Development Committee meetings. The governing parent society not only encourage but also assists in the overall development of college. The perspective plan of the institution is chalked out through interaction with the IQAC by taking into account the suggestions given by NAAC peer team visit during third cycle of reaccreditation. It was decided to work on implementation of the plan effectively for academic, co-curricular and infrastructural development of the college. This institutional perspective plan is deployed by hosting on the college website. Following is the list of activities implemented during the assessment period

During the previous The Peer Team visits they suggested that the college has to undertake development work in the direction of enhancing student support services. Considering this the college has created reading room facility for students and library hours are increased. The college has created mechanism to assist students for digital access by providing internet facility and computers where they can apply online for government schemes and obtain subscriptions for educational resources.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

**6.2.2*****Institution implements e-governance in its operations***

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

**Response:** D. 1 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1****The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression****Response:**

As the college intends to create academic environment imparting quality education to students, it was obligatory to lay down a performance appraisal system to assess its human resources on regular basis. The college encouraged each faculty member to take up activities related to teaching-learning and evaluation, co-curricular, research and extension, professional development etc. The College follows academic based self- appraisal mechanism as prescribed by Sant Gadge Baba Amravati University, Amravati. Every member of the teaching faculty is supposed to maintain his/ her Performance Record. These records are duly verified by the heads of the departments annually and submitted for the assessment to the Principal through IQAC. At the time of promotion, the faculty members have to produce his/her yearly academic appraisal forms provided by University PBAS with the documents to scrutiny committee for verification. Then the appraisal forms are signed by Coordinator of IQAC and Principal. Screening and selection Committees recommend the faculties for career advancement. Thus, the college has constituted an internal assessment committee through IQAC as assessment mechanism. The College Staff Council meeting with the Principal of the college works as a corner stone for the quality assessment. Students feedback works as the chief external assessment mechanisms. The performance of the faculty is assessed by the students during such feedback. The feedbacks collected are compiled and consolidated outcome is handed over to the Principal for the further necessary action. Every department also prepares its academic action plan which is considered as a department calendar. This plan is reviewed occasionally during the department staff meetings and priorities are re- reset. Every

department tried to adhere to the direction of college authority while following the departmental calendar. The college follows similar mechanism laid down by the parent society for the assessment and evaluation of teaching and non-teaching staff. At the end of the academic session, confidential reports of the teaching and non-teaching staff are prepared and duly assessed by the head of Departments, the Principal and the Secretary of the parent institution. On the basis of confidential report, non-teaching staff is recommended for their promotion. The Grievance Redressal platforms is available to resolve the issues related to teaching and non-teaching staff. Some other schemes implemented by college for the employees: Maternity leave is available for female faculty up to 9 months; Faculty appointed prior to 2005 are eligible for pension benefits after retirement; Faculties joined after 2005 are covered under DCPS; GPF, gratuity; Casual leave, Earned Leave and Medical leave facility; Duty Leave for attending Seminars, Conferences and Workshops.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 8.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	3

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>

### 6.3.3

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative***

*training programs during the last five years***Response:** 65.12**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
07	03	06	8	04

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	3	1

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The college has developed and adopted its unique strategies for mobilisation of funds and the optimal utilisation of resources.

Actually, this college is grant-in-aid having some courses as self-financed courses. Hence our financial resources are salary, non-salary & UGC. Besides college Tuition and other fees, donations from alumni, philanthropers and managements are also a source of financial support. For the optimum utilization of financial resources, the college constituted Planning, Purchase, Building construction, internal audit committees. The parent institute appointed registered Chartered Accountant for Internal financial audit. The budgetary provisions are approved by the College Development Committee. All the Departments are bound to follow the budgetary provisions for the optimum utilization of funds. The accountant maintains all the accounts as per account norms. For purchasing, tender notice is published in the news paper every year. The quotations for the purchase of all the items are called and scrutinized by the central store of the college. The comparative rate statements are placed before the purchase committee. After going through the rates, quality of the items and negotiation, the purchase committee takes decision to place the orders for purchasing. Through this process, the financial resources are optimally utilized. The building construction committee also follows the same process. It looks after the quality of material and constructions. The fees are collected from the students as per University directions and utilized under the proper heads. Departmental Budgetary Provisions are communicated to the head of the Departments for purchasing of consumable and non-consumable items. The donations received from alumni and philanthropists are spent on academic and infrastructural development as per their suggestions. As per the institutional requirement, the management provided financial support for infrastructural as well as academic development. UGC grants are optimally utilized as per their guidelines. Optimal Utilisation of Resources: Academic and infrastructural resources are optimally utilized. The college academic work is in one, noon shift. During Corona pandemic, our college provided space for corona vaccination centre.

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### **Response:**

Internal Quality Assurance Cell (IQAC) has significantly contributed for creating the quality in education by implementing quality enhancing outcome based practices in the college.

**Research Culture:** The IQAC has taken initiative to introduce research centres in Economics. Besides, the faculty were encouraged to undertake research projects as well as assign project to our UG students which increased the skill of using research tools. Such as reference books, journals and E- Books. During last five years, faculties have published total 56 research papers and articles on the behest of IQAC. This publication includes number of research papers in UGC enlisted journals and various other digital databases. The faculties have also published their own books and chapters in books through reputed publication houses of National and International standards. Further, IQAC recommended every department to organize conferences, seminars for the benefit of faculty members as well as students. So far during previous five years, various departments of College had organized , conferences and workshops as well as college level workshops and competitions.



The IQAC motivates students to participate in conferences, seminars, research conventions for paper presentation and research work in their respective disciplines with financial support.

**IT Facility:** IQAC has recommended increased use of ICT for Teaching Learning for which they have improved ICT facilities in the college. The institute purchased equipments i.e. Power point projector, scanners, computer, laptops, printers etc. Currently, the college has 04 classrooms and seminar hall equipped with ICT facilities. Central computer lab known as Dnyanprakash Skill development centre

The IQAC has encouraged faculties to develop e-contents and videos and posted on google classrooms. For online teaching, faculty used zoom, google meet platforms. Administrative and examination section are also fully supported with ICT facilities and necessary software.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

In the wake of rising awareness and compassion for female gender as an equal entity, it is required to bring about the modification of behavior by raising awareness of gender equality concerns which can be achieved by conducting various sensitization campaigns, trainings, workshops, and programs. The college is a single platform that necessitates an equal opportunities to women everywhere. One of the avenues is the sports. The girl students of college get selected for university teams and number of times bagged prizes. Some of the measures initiated by the institution for the promotion of gender equity are as follows.

In the male and female proportion of students strength, female students exceeds the male students. There is N.S.S.unit which provide equal opportunity to both the sexes. Many activities in direction of gender equity are conducted. Such as sessions of debate, discussions, seminars & conferences are conducted for gender sensitization. Programs on 'Beti Bachao, Beti Padhao' were carried out by our college for generating awareness and to improve the efficiency of welfare services intended for girls in India.

Safe and secured environment is provided to all girl students. Identity cards are provided to each staff member and students which help to keep watch at entry level of campus. For security purpose there is Guard at the entry gate.

The internal complaint committee, vigilance and discipline committee, redressal committee called 'Vishakha' committee, and Anti-ragging committee are formed.

Counselling: Admission Committee members, Guardian teachers, Vishakha Committee, provide guidance and counselling to the girl students.

Health awareness activities are undertaken and counselling are conducted by NSS unit.

Common Rooms: The separate and spacious girls' common room is available. It is well ventilated and having wi-fi and water cooler setup. Facilities like lights, fans, washrooms, chairs, tables, charging sockets, are also available.

Major Gender Sensitizing Activities - AIDS awareness programs. Yoga demonstration and training. International Women's Day. Best Teaching/non-teaching staff award to male and female staff. Women empowerment workshops were organized in rural areas where various issues about women empowerment were addressed. Programs on health awareness are regularly carried out in the college.

Haemoglobin Test and Blood Group check-up camps are carried out. Vaccination of maximum students and staff against COVID-19. The institution has a Meditation Centre, working under Department of sports.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** D.1 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** D. Any 1 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance**

**and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

The 'inclusiveness' is one of the distinctive areas of cultural harmony in which college is the perfect platform where students can learn to perform their duties as a citizen. The inculcation of a sense of inclusiveness is done through providing equal access to admission in college from every cross section of society, especially from poor and downtrodden masses. Besides the college promoted an attitude of tolerance and inclusiveness. The students belonging to different religious, racial and cultural identities study together harmoniously. Most of the curriculums are designed in such a way which envisages all the aspects helping to improve every facet of life. It covers all concept of community and community development, communication approaches to deal with the population of different sector, study of the historical significance which has had an influence on cultures and civilizations, assessing the similarities and dissimilarities in different regions. Celebration of various days and events promoted the spirit of national integration. The very prime age in which students should understand the meaning of secularism starts as an adult in the college age. Hence maintaining communal harmony by loving their classmates irrespective of their caste, colour, creed and religion is rooted in them along with studies. Every student is equally treated and an environment of toleration and belief is also maintained. Extension activities, projects, field visits, educational tours helped the students to develop an inclusive environment and feel supported where they are extended a sense of belonging regardless of identity. Socio Economic: The College imparts education to the poor, downtrodden masses and to the last man of the society. We have students from diversified background. Mainly students from rural areas prefer our college, as they know that the college caters to their needs, support and encourages to become responsible citizens. The educational materials such as books, uniform and other educational equipments are freely provided to the needy students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

## Best Practice -1

### 1. Title of Best Practice: "Needy's Assistance Oath"

### 2. Objectives of the Practice:

- 1) To carry out community work as social responsibility.
- 2) To empower weaker section of the society.
- 3) To exercise duty as a human being following human values of cooperation.
- 4) To sensitize the proper social conduct among the students.

**3. Context:** As a human being, who lives in society, it is the duty of each one to think of the society he lives in. Because, man is a social animal, it is his community that provides meaning to his life. It is the society that offers a purpose to live. Hence as

**4. The practice:** The college has taken a mission of assistance to the poor and needy in the society at the grass root level for the college has adopted one widow woman, who had the responsibility of bringing up and educating her two daughters after the demise of her husband who was the only support earning hand in the house. Under the college's mission of "Needy's Assistance Oath", its team reached out to the woman whose name is "Mangala Sunil Ghangaon" and offered the assistance in the form of providing not only the residing facility but also, the finance on a regular basis as an honorarium for her tiny work of being present in the college. She is given this help through the audited mode of regular payment. Besides, the college has necessitated the arrangement for her daughters' education. They were given admissions in the nearby school with the recommendations of the college.

Second, the college has donated a financial help of Rs. 21,000/- (twenty one Thousand Rupees) to the flood-stricken people at Kolhapur District of Maharashtra. In order to collect this amount the college has conducted a rally to ask people to come forward for such community work and collected small scale assistance from the people in general also. This helped to inculcate a sense of social conduct among the students.

Besides, to mention one of the many other works of assistance under this mission, it should be noteworthy to give an example of the unemployed youth named "Ashish Permeshwar Mankar" who was assisted with Rs. 11,000/- (Eleven thousand Rs.) to undertake a small scale business in the society. Rs. 2,000 (Two thousand) were given to the "National Sampradayik Sanghatan" working in the society for human cause. The list is so long to enumerate here. It can be seen in the attachment below.

**5. Evidence of success:** The woman assisted felt satisfied and has been living a decent life. It seemed that the life of the devastated family has been restored to stability and they are provided a proper purpose in life to live happily. The students of the college have undergone the experience of social responsibility. Besides, it was expressed that many needy people in the locality around have expressed their satisfaction. The employees became more efficient and shown their loyalty towards the institute.

**6. Hurdles Encountered:** Very few well-off people are willing to come forward and they seemed unwilling to undertake such moves.

**Best Practice -2**

1. Title of Best Practice: "**Constitution Awareness Program**"

**2. Objectives of the Practice:**

**To Prmote Democratic values among the students**

**To sensitize fundamental duties and rights**

**To make politically and socially awared citizen.**

To pspread constituional knowledge and its provisions

**Context:** The man is social animal who needs awareness enacof his own polity. The governance of the nategurad ion affect the livinh standard as well as opportunity for each one. The governance also safeguard equality principle. In this regard it is very important that its citizen should be aware about his political existance and the way system of governance. In ths regard the college is very keen about students understanding of the polity. In tune with the government move, the college has been arranging constitutional awareness rally and the special program in the village every year.

**The Practice:** The college organized special program in the name of Constitution Awareness program through the nearby village. The students from college took part in this program and they propogated the need of being aware about their rights and duties. The college staff and students mingled with the villagers. It was decided to provide knowledge through guidance and street activities like rally with slogans. They should equally know the importance of the constituion which function to safe guard their rights. Even the governanace is also directed by the provisions of constituion.

**Evidence of success:** More villegians have been participating in larger quantity in this program. The photo evidence provided here are sufficient enough to prove the success of this event. Even the students became very well habituated with the knowledge and importance of the constitution. they are well informed of most of the articles and sections in the constituion. .

**Hurdles Encountered:** It was hard to reach to the villagers who are out in their farms to earn their living. They are less interested in knowing their governance. Lack of capital to promote such activities.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

7.3.1

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

The Bhausaheb Lahane Dnyanprakash Arts College, Pinjar has its own building and spacious playground, and lush green campus called as “Anandvan” is milestone on the way of progress and overall development. Late Hon’ble Bhausaheb Lahane, the well-known, popular social activist, MLA, MP, the God of small things himself with his inconsistent effort established this college, who blessed the rural people with initiating educational institution, viz “Sushikshan Prasarak Mandal” at Pinjar in 1961. This plant, now grew into a big tree in form of Bhausaheb Lahane Dnyanprakash Arts College, Pinjar.

It is the thirst for knowledge and education that Bhausaheb Motiramji Lahane established this college in 1995, at the place starved of education for a long. He had dreamt of the higher education to be imparted in rural as if aim in life. As a result, he donated 2 hactre and 23 guntas of his fertile lands. Which is now turned into a wide-spread college campus, with a huge building of its own costing around 30 lacs expenditure, without availability of Govt. grant.

College began with art stream, because it is situated in rural area. All members from teaching and non-teaching staff exerts for the upliftment of students. Subjects like English, Marathi, Economics, Political Science, Sociology, History and Marathi Literature are being taught. NSS unit and physical department help to inculcate national feelings among student. The management including teaching and non-teaching staff strive to bring about all around development of students. College had applied and went through the process of assessment and accreditation by NAAC in Jan 2005 and is graded with the rank ‘C’. “College from rural area undergoing the process of accreditation is matter of praise worthy” was the remark by peer team with some suggestion to be fulfilled in near future. Acting upon the wants pointed out by the NAAC, since 2005 onwards college traveled and achieved most of the required improvement. Such as, there was no faculty member, having done his the Ph.D. then. Now, one lecturer from economics department is awarded with the Ph.D. and is in charge of a full-phased principal of this college. Prof. Phadnis and Prof. Wahurwagh from Marathi Department has registered for Ph.D. Prof. A. K. Thakare from sociology department registered for Ph.D. and completed NET in 2009. Also Prof. P.M.Tayde from Economics Department registered for Ph.D. Likewise, Prof. W. W. Bhagat completed MPhil degree. Thus, the required research activities pointed out by NAAC, are in progress in college.

Since, 2005 the college has purchased books of Rs 35 thousand each year. A good moderate library is facilitated in college. Similarly, a good gymnasium is built in college campus to take care of the physical health of the students. It was necessary to have permanent affiliation to avail the rank of 2F & 12 (B), so the college had applied in Amravati University for that and, thus, received permanent affiliation with the University since 2008-09 onwards. College office is fully furnished and computerized to carry out daily activities, Xerox, e-mail, fax and Internet facilities are being used by college to move with world educational scenario. Power facilities like generator or investor is proposed step to avoid inconvenience in near future. Thus, in view of the basic infrastructure, spacious building, library, play-ground and lecturers engaged in research, modified office, firm and determined move of the institution as a whole, the college desire to have position under section 2F & 12(B) of the UGC.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

#### **Additional Information**

The college is established in the year 1995. During this very small span of its development, the college has greatly contributed to the society by bringing education and welfare of the many deprived families. As the admission data shows, there is good demand ratio for each of the program. In future it seems that we will have to ask for additional courses.

The institution claims its philanthropist approach by providing admissions to the under privileged section of the society. As an instance, we find that we have more than 50% students in the academic session 2021-22 who belong to the Scheduled Caste (SC & ST) category which is more than the allowed reservation for this category. Likewise there are many students of OBC category. This number also exceeds far more than reservation allotted to them. This shows that the institution is more liberal in its higher education policy. We are providing education to the very lower strata, working class community students of the society. This is the strength point of institution that shows our community oriented work.

The college has unequal admission from gender point of view as the girl students are maximum in number compared to the male students of the college. As a result, the girl students come forward to take part in all curricular and co-curricular activities like boys. From this point it can be stated that the college has been working positively in the direction of gender equity promotions. This strength of the institutions lies in its working ideally in the direction promoting women in the society by providing adequate safeguard. The female member including students and staff experience a safety and honour for their association with one of the colleges of Sushikshan Prasarak Mandal, Pinjar founded Motiramji Lahane, the ex minister.

### **Concluding Remarks :**

The college is situated in the small town where students from rural base are given admissions and access to higher education. Considering their rural background the college has been credited with the name and fame for its service of the have nots around. They are connected to the main stream flow of the higher education by making optimal use of academic resources. Through the experience of last many bygone years, it has been found that there is a lot potential among these deprived students as we evidenced a larger quantity to be fit to serve in the army of student brigade and to the nation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : 12 Answer After DVV Verification :8</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>101</td> <td>00</td> <td>88</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>83</td> <td>34</td> <td>65</td> <td>37</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	80	101	00	88	45	2022-23	2021-22	2020-21	2019-20	2018-19	80	83	34	65	37
2022-23	2021-22	2020-21	2019-20	2018-19																	
80	101	00	88	45																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
80	83	34	65	37																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 68 Answer after DVV Verification: 68</p>																				
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: D. Feedback collected Remark : Value updated as per attachment provided by HEI</p>																				
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during</b></p>																				

**last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
336	301	247	231	314

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	110	110

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
336	301	247	231	314

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	110	110

Remark : Value updated as per logic of the metric

**2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years****2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)****2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	8	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	6	6	6

3.3.1 **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	16	12	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	0

Remark : As per the documents provided by the HEI the value updated

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	02	00	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	03	01	00	0

Remark : As per the documents provided by the HEI the value updated

3.4.3 **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	08	04	03	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	04	02	01

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification : 10

Answer After DVV Verification :1

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

**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 33

Answer after DVV Verification: 21

Remark : Computers for student use have been considered and number updated

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.07	3.06	2.25	2.85	4.15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.21	2.29	0.90	1.35	3.82

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

1. ***Soft skills***
2. ***Language and communication skills***
3. ***Life skills (Yoga, physical fitness, health and hygiene)***

**4. ICT/computing skills**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

**5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years****5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
193	122	00	223	229

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
193	122	00	223	229

**5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years****5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	12	15	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	12	15	09

**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years****5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

00	00	01	00	00
----	----	----	----	----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0	00	00

Remark : Value updated as per HEI Clarification response

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

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	2	1

Remark : Values updated as per details and documents provided by HEI to verify the metric

**6.2.2 *Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : Values updated as per details and documents provided by HEI to verify the metric

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

2	1	0	8	5
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	3

6.3.3 **Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

**6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	03	06	09	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	03	06	8	04

**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	02	03	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	2	3	1

6.5.2 **Quality assurance initiatives of the institution include:**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above



7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. <b>Alternate sources of energy and energy conservation measures</b></li> <li>2. <b>Management of the various types of degradable and nondegradable waste</b></li> <li>3. <b>Water conservation</b></li> <li>4. <b>Green campus initiatives</b></li> <li>5. <b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: D.1 of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit / Environment audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Clean and green campus initiatives</b></li> <li>4. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 10 Answer after DVV Verification : 7</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1357 986 1469"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1547 986 1659"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	10	10	10	10	10	2022-23	2021-22	2020-21	2019-20	2018-19	7	7	7	7	7
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	10	10	10	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	7	7	7	7																	
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1821 986 1933"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23.24</td> <td>12.75</td> <td>8.00</td> <td>14.63</td> <td>16.14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 2011 986 2078"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	23.24	12.75	8.00	14.63	16.14	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	

Self Study Report of BHAUSAHEB LAHANE DNYANPRAKASHA ARTS COLLEGE

23.2	12.75	8.00	14.63	16.14
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