YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Padmashali Shikshan Sanstha's A. R. Burla Mahila Varishtha Mahavidyalaya, Solapur
• Name of the Head of the institution	Dr. Ashok Yakkaldevi
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	02172743908
• Mobile no	72184 68492
• Registered e-mail	arburla@gmail.com
• Alternate e-mail	arbmmnaac@gmail.com
• Address	City Survey No. 9705/9/A/2A, Raviwar Peth, Rajendra Chowk, Solapur, Pin-413005
• City/Town	Solapur
• State/UT	Maharashtra
• Pin Code	413005
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Women
• Location	Urban

• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Punyashlok Ahilyadevi Holkar Solapur University, Solapur**
• Name of the IQAC Coordinator	**Dr. Panchappa Waghmare**
• Phone No.	**9921085825**
• Alternate phone No.	**9921085825**
• Mobile	**9921085825**
• IQAC e-mail address	**panchuwaghmare@gmail.com**
• Alternate Email address	**prweng20@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	http://www.arburla.org/update2024/AQAR23-24/2]%20AQAR%202022-23.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.arburla.org/update2024/AQAR23-24/4]%20Academic%20Calendar%202023-24%20Merged.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**Nil**	**2004**	**03/05/2004**	**02/04/2009**
Cycle 2	**B**	**2.62**	**2012**	**10/03/2012**	**02/02/2017**
Cycle 3	**B++**	**2.76**	**2017**	**29/10/2017**	**28/09/2022**
Cycle 4	**B++**	**2.80**	**2023**	**09/11/2023**	**08/11/2028**

6.Date of Establishment of IQAC	**25/06/2004**

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

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
0	0	0	0	0

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	**2**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

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

1] Academic and Administrative Audit

2] Regular IQAC Meetings and Submission of AQAR

3] Participation in NIRF

4] Feedbacks from all Quarters

5] Seminars, Workshops, Certificate Courses for Students

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

Plan of Action	Achievements/Outcomes
Certificate Course in Health Assistance	Started a Certificate Course in Health Assistance with a MoU with Markandeya Cooperative Hospital, Solapur. 32 Students registered for the same successfully
B. A. Police Administration	Received approval for B. A. in Police Administration from PAH Solapur University, Solapur
Certificate Courses	Certificate Courses Conducted for the Students which enchanced Skill Development and Holistic Development of the students
Activities Under MoUs and Collaborations	Conducted activities in collaboration with diverse Institutions and Organizations
Organisation of Conferences and Workshops	Organised conference on Intellectual Property Rights, Research Methodology and Conference on History
Web Lecture Series	Web Lecture Series were conducted on the revision of Syllabus
School Connect Program	Visited nearby schools and colleges and introduced NEP 2020 curriculam to the students

13.Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
CDC	21/08/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2024	14/02/2024

15.Multidisciplinary / interdisciplinary

The institution envisions a strategic expansion of its educational ecosystem, aligning with the implementation of a multidisciplinary and interdisciplinary curriculum framework as outlined in the National Education Policy (NEP) 2020. This policy necessitates systemic restructuring, regulatory advancements, and the adoption of a holistic, integrative academic paradigm. The transformative impact of NEP 2020 will be predominantly observed in the evolution of pedagogical methodologies and the enhancement of the learning environment for students. To emphasize skill augmentation and competency development, a well-defined matrix of skills and core values will be systematically integrated into the higher education framework. The overarching aim of quality higher education extends beyond facilitating individual employability; it is instrumental in fostering vibrant, socially responsible, and synergistic communities, thereby contributing to the development of a harmonious, culturally enriched, innovative, and economically progressive nation. To operationalize the NEP objectives, the institution will formulate a comprehensive roadmap for embedding NEP 2020 principles into its academic architecture. A rigorous gap analysis will be conducted to identify discrepancies within the current educational framework, followed by targeted interventions to bridge these gaps in alignment with NEP mandates. The academic system will undergo a reorganization to incorporate cross-disciplinary methodologies, necessitating structural and procedural reforms. Faculty members will be capacitated through specialized training and professional development initiatives, including workshops and advanced knowledge enhancement programs. These initiatives will equip educators with the requisite expertise to design and deliver the restructured curriculum, ensuring its alignment with the transformative goals of NEP 2020.

16.Academic bank of credits (ABC):

Our college has proactively embraced the Academic Bank of Credits (ABC) initiative, aligning with the National Education Policy 2020 to enhance academic flexibility and student mobility. Recognizing the transformative potential of ABC, we have undertaken several strategic measures to integrate this system effectively. Initially, we conducted comprehensive awareness programs to educate both faculty and students about the benefits and operational aspects of ABC. Workshops and seminars were organized to elucidate the process

of credit accumulation, transfer, and redemption, ensuring all stakeholders are well-informed. Subsequently, our institution completed the mandatory registration with the ABC portal (https://www.abc.gov.in), complying with the University Grants Commission's directive for higher education institutions to join ABC. This registration facilitates seamless credit management and aligns our academic framework with national standards. To further support this initiative, we have established a dedicated ABC facilitation cell within the college. This cell assists students in creating their individual ABC accounts, guides them through the credit transfer processes, and addresses any queries related to the system.

17.Skill development:

In alignment with the National Education Policy (NEP) 2020, our college has initiated comprehensive skill development programs tailored for students pursuing B.A., B.Com., and M.Com. degrees. Key initiatives include: 1. Curriculum Enhancement: We have integrated Certificate Courses into mainstream courses, offering skill-based subjects such as Soft Skills, Digital Literacy and Data Analysis. This approach ensures students acquire practical competencies alongside theoretical knowledge. 2. Project-Based Learning: Emphasizing experiential learning, we have adopted project-based assignments that encourage critical thinking and problem-solving, essential for real-world applications. 3. Industry Collaboration: Partnerships with leading organizations facilitate workshops, internships and real-world project experiences, bridging the gap between academia and industry. These collaborations provide students with exposure to current industry practices and emerging technologies. 4. Dedicated Skill Development Cell: Our Skill Development Cell coordinates training sessions, seminars, and hands-on workshops, focusing on both technical skills and soft skills such as communication, teamwork and problem-solving. This holistic approach prepares students for diverse professional environments. 5. Government Initiatives Participation: Aligning with national missions like the Skill India Mission, we offer programs that adhere to government standards, enhancing the credibility and recognition of the skills acquired by our students. 6. Continuous Feedback and Improvement: Regular assessments and feedback mechanisms are in place to evaluate the effectiveness of our skill development initiatives, allowing for continuous refinement and alignment with evolving industry needs. Through these strategic efforts, our college is committed to producing a skilled workforce equipped to meet the challenges of the modern job market.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture,

using online course)

Our college is dedicated to integrating the Indian Knowledge System (IKS) into our educational framework, emphasizing instruction in Indian languages, cultural studies, and the utilization of online courses. This initiative aligns with the National Education Policy 2020, which advocates for the incorporation of IKS into higher education curricula. Our faculty members actively contribute to the academic community by participating as resource persons in tate and national conferences. Their involvement includes presenting research on IKS integration, conducting workshops on innovative teaching methodologies, and collaborating with peers to develop interdisciplinary approaches. Such engagements not only enhance their professional development but also enrich our institution's academic environment. Through these efforts, our college strives to create a holistic educational experience that bridges traditional knowledge with contemporary learning, preparing students for a diverse and interconnected world.

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

Our college has implemented several initiatives to promote Outcome-Based Education (OBE), focusing on clearly defined learning outcomes to enhance student competencies and align with industry standards. Key activities include: 1. Curriculum Design and Mapping: We have restructured our curricula to define specific Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). This alignment ensures that each course contributes to the overall program objectives, facilitating a cohesive learning experience. 2. Faculty Development Programs: Regular workshops and training sessions are conducted to familiarize faculty with OBE principles and assessment strategies. These programs enhance teaching methodologies and ensure effective implementation of OBE practices. 3. Assessment and Evaluation: We have adopted a variety of assessment tools, including formative and summative evaluations, to measure student attainment of defined outcomes. This approach provides continuous feedback, enabling timely interventions to support student learning. 4. Continuous Quality Improvement (CQI): Feedback mechanisms involving students, alumni, employers, and academic peers are in place to assess the effectiveness of our OBE implementation. Insights gained are utilized to make data-driven decisions for curriculum enhancement and teaching practices. Through these concerted efforts, our college is committed to fostering an educational environment that prioritizes clear learning outcomes, ensuring that graduates are well-prepared to meet the demands of their respective professional fields.

20.Distance education/online education:

Our institution has effectively transitioned to online education across all programs, with faculty members adeptly utilizing various digital platforms for teaching and evaluation. This shift has enabled both educators and learners to gain substantial experience in virtual instruction and assessment, ensuring the institution's preparedness in this domain. The adoption of digital platforms has transcended geographical barriers, facilitating interactions between experts and students from diverse regions. While acknowledging the challenges posed by the absence of face-to-face learning, this mode has facilitated broader access to quality education. Aligned with the National Education Policy (NEP) 2020, which advocates for the integration of technology at all educational levels, our college fosters an environment that encourages the innovative use of technology to enhance learning, assessment, planning, and administration. We emphasize creativity and innovation, promoting the adoption of contemporary educational technologies, including online learning platforms. To further this commitment, the college plans to establish an e-learning center dedicated to developing resources that support distance and online learning. This initiative aims to provide a forum for the free exchange of ideas on leveraging technology to improve various facets of education, thereby preparing the institution for future educational challenges and opportunities.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	07

File Description	Documents
Data Template	[View File](#)

2.Student

2.1 Number of students during the year	1119

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**679**

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	**105**

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	**13**

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	**22**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	**12**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**19.33**
4.3 Total number of computers on campus for academic purposes	**47**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

Our college is affiliated with Punyashlok Ahilyadevi Holkar Solapur University, Solapur, and operates in accordance with the rules and regulations prescribed by the University Grants Commission (UGC) and the State Government. The institution strictly adheres to the syllabus designed by the University and ensures its systematic delivery and documentation through a well-structured mechanism.

The Academic Calendar, prepared at the commencement of each academic year, outlines all curricular, co-curricular, and extracurricular activities planned for the year. Teaching plans are developed at the beginning of the academic session and are followed diligently. The timetable committee formulates a comprehensive timetable, while individual departments prepare departmental timetables. Committees such as NSS, Sports, Cultural, and Feedback Committees also draft detailed plans and execute them with strict adherence.

At the conclusion of each semester, all faculty members submit a syllabus completion report, ensuring accountability for the prescribed curriculum. Regular staff meetings, departmental meetings, and committee meetings facilitate the effective implementation, delivery, and documentation of the curriculum. The use of modern teaching methods, teaching aids, available resources, and active student participation collectively enhance the effectiveness of the academic process.

File Description	Documents
Upload relevant supporting document	**No File Uploaded**
Link for Additional information	http://www.arburla.org/update2024/AQAR23-24/1.1.1.%20Curriculum%20Planning.pdf

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

The institution prepares an Academic Calendar that includes the schedule for Continuous Internal Examinations. A separate timetable is also developed to ensure the smooth conduct of University

Internal Examinations and their evaluation. Notices and agendas related to the Continuous Internal Examinations are prominently displayed on the notice boards. Examination schedules were effectively communicated to students through online platforms. Timely dissemination of examination timetables was facilitated through the Learning Management System (LMS), such as Google Classroom, as well as social media platforms like Telegram and WhatsApp.

Faculty members frequently discuss question papers and model answers with students, and a question bank is provided to aid their preparation. Faculty also actively participate in University-level paper assessment and evaluation processes. Non-synchronous Learning Management Systems (LMS), such as Google Classroom, were utilized to conduct examinations.

The University examination system, which follows a semester pattern, is implemented in accordance with the affiliated university's guidelines. The 40:10 examination pattern is adhered to, where 40 marks are allocated to the external evaluation and 10 marks to the internal examination for each semester. The Examination Cell oversees the conduct of Internal Examinations under the guidance of the Internal Quality Assurance Cell (IQAC). At the departmental level, multiple unit tests are conducted to provide students with real-time experience and preparation for the semester examinations.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	http://www.arburla.org/update2024/AQAR23-24/1.1.2.%20College%20Internal%20Examination.pdf

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

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

1.2 - Academic Flexibility

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

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

7

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	View File

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

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

12

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	**No File Uploaded**
List of Add on /Certificate programs (Data Template)	View File

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

360

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

1.3 - Curriculum Enrichment

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

To integrate crosscutting issues into the curriculum, the college has introduced a range of courses aimed at fostering holistic development among students. Certificate courses such as Value Education and Ethics and Soft Skills provide an in-depth understanding of fundamental and core human values. These courses emphasize principles such as truth, non-violence, rationality, humanity, harmony, work ethics, professional ethics, and constitutional, religious, spiritual, and aesthetic values.

A dedicated course on Environmental Studies has been introduced for students of B.A. II, B.Com. II, and B.C.A. II to raise awareness about environmental and sustainability issues. Various activities, including webinars, workshops, and guest lectures, have been organized for students across all programs to enhance their understanding of these topics.

The course Democracy, Election, and Good Governance has been incorporated into the curriculum for students of B.A. I, B.C.A. I, and B.Com. I. This course aims to instill constitutional values such as equality, liberty, and fraternity.

Additionally, a certificate course on Nursery Development has been introduced, and a specialized certificate course on Yoga and Meditation has been organized to nurture spiritual values among students.

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

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

10

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	**No File Uploaded**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Institutional Data in Prescribed Format	View File

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

180

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

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	**Nil**
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	**No File Uploaded**
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	**A. Feedback collected, analyzed and action taken and feedback available on website**

File Description	Documents
Upload any additional information	View File
URL for feedback report	**Nil**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

1119

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

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

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

679

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

The institution employs a systematic approach to assess the learning levels of students and implements targeted programs to cater to the needs of both advanced learners and slow learners. At the commencement of each academic year, diagnostic assessments, such as entrance tests, previous academic performance analysis, and teacher evaluations, are conducted to identify students' learning capabilities.

For slow learners, the institution organizes remedial classes, bridge courses, and mentoring sessions to strengthen their foundational knowledge and enhance their academic performance. Personalized attention is provided through counseling and one-on-one interactions to address their specific challenges. Additional resources, including simplified study materials and extra practice sessions, are made available to support their learning.

Advanced learners are encouraged to excel further through enrichment programs, participation in seminars, workshops, and research projects. They are provided opportunities to engage in advanced learning activities, such as presenting papers, attending competitive examinations, and participating in intercollegiate events. Faculty members mentor these students to help them achieve academic excellence and explore their potential.

This dual approach ensures that the diverse learning needs of students are effectively addressed, fostering an inclusive and supportive academic environment. The institution's efforts aim to bridge learning gaps while promoting excellence among all students.

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

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

Number of Students	Number of Teachers
1119	22

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

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

The institution adopts various student-centric methods to ensure holistic development and make the learning process engaging. These include experiential learning, participative learning, and problem-solving methodologies.

Experiential learning is facilitated through field visits, such as trips organized by the Eco-Commerce department to nearby banks, providing insights into banking operations. Students also visited oil factories, Fabtech Textiles, sugar factories, historical sites, religious places, and agricultural lands to gain practical knowledge. To enhance learning, synchronous and asynchronous learning management systems have been introduced. Audio-visual aids, including movies and documentaries based on literary, historical, and prescribed topics, are used to make learning more relatable and impactful. Additionally, students are encouraged to undertake innovative projects to foster creativity and critical thinking.

Participative learning involves encouraging students to actively participate in seminars, workshops, and co-curricular activities. Group activities, debates, and questioning sessions, conducted both online and offline, foster critical thinking and collaboration. Outstanding projects are presented at university-level competitions like Avishkar. Students also participate in state-level elocution competitions and visit industries, libraries, and historical sites to broaden their perspectives.

Problem-solving methodologies include assignments, quizzes, collaborative learning, and group discussions. These activities develop analytical skills and reasoning abilities, ensuring a dynamic and interactive learning environment.

These approaches collectively nurture intellectual growth and

prepare students for real-world challenges.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

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

The institution employs advanced synchronous and asynchronous learning management systems, such as Google Classroom, and online platforms including Google Meet, Zoom, and Microsoft Teams, to facilitate effective content delivery and enhance comprehension. The teaching-learning process is further supported by an array of ICT tools, including Open Broadcasting Software (OBS), YouTube, LCD projectors, Audacity, Google Sites, Google Forms, Google Jamboard, Photoshop, Canva, printers, laptops, and e-podiums. A seminar hall and a dedicated studio equipped with state-of-the-art software and ICT tools bolster these efforts.

Faculty members actively encourage students to utilize Online Open Educational Resources (OERs) through platforms such as the National Digital Library, e-PG Pathshala, INFLIBNET, e-Gyankosh (IGNOU), SWAYAM, NPTEL, AICTE, CEC, Swayamprabha, Mahatma Gandhi University Online Thesis Repository, and the British Online Thesis Repository. PowerPoint presentations (PPTs) are extensively employed to make the teaching-learning process more engaging.

For e-content development, tools like OBS, Audacity, and Photoshop are utilized to create dynamic and interactive materials. Faculty members are encouraged to integrate PPTs into their teaching methodologies using LCD projectors and are equipped with access to digital libraries, online search engines, and educational websites for preparing impactful presentations.

Webinars on cutting-edge tools, such as OBS and YouTube, are regularly conducted. Films based on novels and plays in the syllabus are screened to provide students with audio-visual learning experiences. Departments maintain curated collections of e-books, shared with students as needed, to support academic endeavors.

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

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

2.3.3.1 - Number of mentors

22

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	**No File Uploaded**
Mentor/mentee ratio	**No File Uploaded**

2.4 - Teacher Profile and Quality

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

22

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

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

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

11

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

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

2.4.3.1 - Total experience of full-time teachers

11

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

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

The institution has established a transparent and robust mechanism for internal assessment to ensure fairness and consistency in evaluating students' academic performance. Internal assessments are conducted regularly, adhering to the academic calendar, and include various modes such as assignments, class tests, quizzes, seminars, presentations, and practical examinations.

The assessment process begins with clear communication of guidelines, evaluation criteria, and schedules to students at the start of each semester. Faculty members design assessments aligned with the learning objectives and curriculum requirements. Students are informed about the weightage of each component, ensuring transparency.

The institution employs a systematic approach to record and evaluate performance. Answer scripts and project submissions are reviewed thoroughly, and feedback is provided to students to help them improve. Marks are displayed on notice boards or shared through

digital platforms for easy access.

To maintain accountability, grievances related to internal assessments are addressed through a structured redressal mechanism. Students can seek clarification or request re-evaluation within a stipulated timeframe.

ICT tools, such as Google Forms and learning management systems, are used to conduct online assessments, enhancing efficiency and accessibility. This comprehensive approach ensures that internal assessments are conducted with integrity, fostering a culture of continuous learning and improvement.

File Description	Documents
Any additional information	View File
Link for additional information	http://arburla.org/update2024/AQAR23-24/2_5_1_Mechanism_of_Internal_Assessment_Transparent_and_Robust_Final.pdf

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

The institution has established a transparent, time-bound, and efficient mechanism to address grievances related to internal examinations. This mechanism ensures that students' concerns are resolved promptly and fairly, maintaining the integrity of the assessment process.

At the end of each semester, students are informed about the internal examination policies, including the procedure for lodging grievances. In case of any issues related to internal assessments, such as errors in grading, missing marks, or discrepancies in evaluation, students can submit their grievances in writing to the concerned faculty member or the examination office within a specified timeframe, typically within one week of the assessment.

The institution ensures that all grievances are reviewed thoroughly by the examination committee or designated faculty members. Students are provided with clear and detailed feedback on their assessments, and any discrepancies are rectified promptly. If necessary, a re-evaluation or recounting of marks is carried out in a fair and transparent manner.

To maintain transparency, the status of the grievance is

communicated to the students at each stage of the resolution process. The entire procedure is time-bound, with a fixed timeline for addressing and resolving grievances, ensuring efficiency and accountability. This well-structured mechanism helps build trust and ensures a smooth examination process for students.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	http://arburla.org/update2024/AQAR23-24/2.5.2%20%E2%80%93%20Exam%20Department%20Grievances.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The institution ensures that the Programme and Course Outcomes (POs and COs) for all academic programs are clearly defined and communicated to both faculty and students. These outcomes are meticulously aligned with the institution's educational objectives, ensuring that each program and course contributes to the holistic development of students.

The Programme and Course Outcomes are prominently displayed on the institution's official website, making them easily accessible to all stakeholders. These outcomes outline the knowledge, skills, and competencies students are expected to acquire upon completion of each program and course.

Additionally, the POs and COs are communicated to faculty members through orientation sessions, faculty meetings, and academic workshops. Faculty members are encouraged to integrate these outcomes into their teaching strategies, ensuring that the curriculum is effectively delivered to meet the defined objectives.

For students, the POs and COs are shared at the beginning of each semester through course syllabi, student handbooks, and during introductory sessions. This ensures that students are aware of the learning expectations and can track their progress throughout the course.

This transparent communication process ensures that all stakeholders are aligned with the academic goals, fostering a clear understanding

of the educational objectives and outcomes.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://arburla.org/update2024/AQAR23-24/2.6. %20PO%20PSO%20CO%202023-2024.pdf
Upload COs for all Programmes (exemplars from Glossary)	View File

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

The general Program Outcomes (POs) for B. A., B. Com., M. Com., and B. C. A. programs across all disciplines in the college emphasize students' contributions to the existing body of knowledge through discovery, innovation, problem-solving, establishing new perspectives, and understanding diverse cultures. The successful completion of these programs by students during the assessment period serves as evidence of the attainment of these outcomes.

Course Outcomes (COs) are measured through various mechanisms, including syllabus completion, continuous internal evaluation, question paper setting, evaluation, and results. Continuous internal evaluation is conducted through a range of assessments such as tests, quizzes, open-book tests, unit tests, classroom peer evaluations, surprise tests, written assignments, paper presentations, oral presentations, fieldwork, and project work. These evaluations provide a comprehensive assessment of the learning outcomes.

The end-semester examination for each course comprises a three-hour written test designed to evaluate the student's knowledge of all prescribed units. The attainment of POs, Program Specific Outcomes (PSOs), and COs is assessed both during and after the teaching-learning process.

Additionally, the performance of slow and advanced learners is systematically evaluated. The outcomes of various competitions, curricular activities, sports activities, and other co-curricular engagements are also considered in assessing overall attainment.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	http://arburla.org/update2024/AQAR23-24/2.6.%20PO%20PSO%20CO%202023-2024.pdf

2.6.3 - Pass percentage of Students during the year

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

136

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	No File Uploaded
Upload any additional information	No File Uploaded
Paste link for the annual report	http://arburla.org/update2024/AQAR23-24/2.6.3%20-%20Pass%20percentage%20of%20Students%20during%20the%20year.pdf

2.7 - Student Satisfaction Survey

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

http://arburla.org/update2024/AQAR23-24/2.7.1%20-%20Student%20Satisfaction%20Survey%20(SSS).pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0

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

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

11

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

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

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

0

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	**Nil**

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The college established a robust ecosystem to foster innovation and facilitate knowledge creation and transfer. Our institution actively

encourages students, faculty, and researchers to engage in interdisciplinary collaboration, ensuring a dynamic and inclusive environment for innovation.

1. Research Projects: Students are actively encouraged to undertake innovative research projects that contribute to the academic and research community. These projects aim to promote creativity, critical thinking, and the dissemination of knowledge within and beyond the institution.

2. Regular workshops and seminars are organized to inspire innovation and provide hands-on experience to students. Through collaborations with industry leaders, government agencies, and academic institutions, we ensure the seamless transfer of knowledge and technology.

3. The Intellectual Property Rights (IPR) cell assists in patenting innovations, safeguarding the intellectual contributions of our community. Furthermore, our initiatives, such as community outreach programs and knowledge-sharing platforms, extend the benefits of innovation to society. By integrating innovation into our curriculum and promoting a research-driven culture, The college continues to empower individuals to create solutions for real-world challenges, contributing significantly to societal and technological advancement.

These initiatives reflect the institution's commitment to promoting academic excellence, research, and professional growth acrossall levels.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

2

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

0

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

6

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

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

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

6

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

3.4 - Extension Activities

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

Our NSS students have actively engaged in social service activities, contributing significantly to their personal growth and overall development. Through the NSS unit, the college organizes a variety of extension activities aimed at benefiting the local community. These initiatives include awareness programs, workshops, and webinars on important topics such as cleanliness, environmental conservation, tree plantation, gender sensitization, and the empowerment of women and girls. The programs focus on promoting the role of a clean environment in improving human health, and the college has actively contributed to the National Swachh Bharat Abhiyan.

One of the major initiatives undertaken by the college, in collaboration with Padmashali Shikshan Sanstha, was a Blood Donation Camp. The event was highly successful, with 1600 individuals donating blood. It has been recognized as one of the best initiatives by the institution in the city.

Additionally, the college has organized events to commemorate the birth and death anniversaries of social reformers, national saints, and political leaders. Days such as Water Conservation Day, Global Human Rights Day, Minority Rights Day, Constitution Day, and NSS Day were also celebrated.

The NSS volunteers have participated in numerous activities, including assisting those in distress during the pandemic, raising awareness about child marriage prevention in nearby villages, and organizing cleanliness drives at local graveyards, temples, mosques, and the village of Gulavanchi.

File Description	Documents
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/3.4.1%20Extension%20Activities.pdf
Upload any additional information	**No File Uploaded**

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

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

19

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

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

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

10

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

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

200

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

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

29

File Description	Documents
e-copies of related Document	No File Uploaded
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

29

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The college is equipped with adequate physical and academic facilities as per the guidelines of the University Grants Commission (UGC) to effectively conduct various academic programs. The institution is supported by advanced, technology-enabled infrastructure, fostering both academic and administrative activities. The campus spans 1.1 acres with a built-up area of 2,846 square meters.

The college building comprises a well-furnished Principal's cabin, administrative office, IQAC room, a spacious library with a reading area, departmental libraries, a computer lab, and nine ICT-enabled classrooms with ample seating arrangements. Additional facilities include a seminar hall, a ladies' common room, well-maintained toilet blocks, a multi-gym, an NSS/Health room, an open porch for small programs, and a playground. Classrooms are well-ventilated, furnished, and equipped with LED lights, fans, and proper lighting. The institution has a battery backup system and solar energy support, along with Wi-Fi connectivity and a filtered drinking water facility with coolers.

To ensure safety and security, the campus is under surveillance with 16 CCTV cameras. The library, spread over 91.29 square meters, is semi-automated, with INFLIBNET database membership, a network resource center, an Online Public Access Catalogue (OPAC), broadband connectivity, and reprography services. A canteen provides fresh, hygienic food at affordable rates, and adequate parking space is available.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/4.1.1%20Infrastructure%20and%20Physical%20Facilities.pdf

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

The institution provides adequate facilities for cultural activities, sports, games (both indoor and outdoor), and a gymnasium to promote holistic development among students. The college regularly organizes its own sports competitions and encourages active participation in various sports. A significant number of students have represented the institution at district, university, state, and national levels.

The following sports and games are made available to students:

Outdoor Games: Kabaddi, Kho-Kho, Handball, Archery, Badminton.

Indoor Games: Carrom, Chess, and a Gymnasium.

Additionally, the college has established a Yoga Centre in collaboration with the Art of Living organization. This center operates year-round, offering yoga and meditation sessions to hundreds of participants, including members of the community.

Cultural activities are coordinated by a dedicated cultural committee that organizes a range of programs to enhance students' creativity and engagement. These activities include literary and artistic events such as debates, fancy dress competitions, hairdressing, rangoli, painting, mehndi design, quizzes, model and poster making, essay writing, slogan writing, and drama preparation.

These initiatives not only foster talent and creativity but also contribute to the physical, mental, and emotional well-being of the students, aligning with the institution's commitment to comprehensive development.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/4.1.2%20Adequate%20Facilities%20for%20Cultural%20Activities,%20Sports.pdf

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

9

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/4.1.3%20-%20ICT%20FACILITIES%20INCLUDING%20WIFI.pdf
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

12.69

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

4.2 - Library as a Learning Resource

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

The college library is partially automated and operates using basic library management software. It employs the Integrated Library Management System (Lib-Man) developed by Mastersoft Cloud Private Limited, Nagpur, Maharashtra. To enhance accessibility, the library has introduced the MOPAC Mobile Application, allowing students to search for books, journals, and reference materials remotely. Through MOPAC, students can pre-access textbooks, reference books, journals, and magazines with ease.

The library is equipped with a computer interface for searching books, journals, projects, theses, and dissertations, integrated with the Lib-Man software. Additionally, the library subscribes to the INFLIBNET N-List, which provides access to e-journals, e-books, theses, and research proposals at an annual subscription fee of ?5,900. Students have free access to all library resources.

A dedicated library section on the college website offers links to various knowledge resource centers and digital libraries, including the National Digital Library (NDL), Archive.org, Gutenberg.org, Maharashtra Rajya Sahitya and Sanskrutik Mandali, SWAYAMPRABHA, e-PG Pathshala, and IGNOU.

The library also offers a Book Bank Facility to support students significantly. Additionally, stakeholders from various fields contribute to the library by donating valuable knowledge resources. These features collectively ensure that the library serves as a robust hub for academic and research pursuits.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	http://arburla.org/update2024/AQAR23-24/4.3.1%20Institution%20has%20IT%20Facilities%20including%20WiFi_watermark.pdf

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above

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

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

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

2.82

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

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

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

140

File Description	Documents
Any additional information	**No File Uploaded**
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

The institution is equipped with computers and ICT-related equipment, which are regularly updated and maintained by an external agency as well as by technical staff appointed by the institute. Certain services are managed under Annual Maintenance Contracts (AMC). Antivirus software is updated annually to ensure system

security and efficiency.

Wi-Fi facilities are available in the Administrative Office, Library, BCA Lab, and Seminar Hall, with an internet speed of 100 Mbps. For campus security, 16 CCTV cameras have been installed to ensure surveillance, with maintenance outsourced to technical experts.

The institution possesses 60 computers, 6 laptops, and 6 tablets, all of which are periodically upgraded based on requirements. Nine classrooms are equipped with LCD projectors, whiteboards, and laptops to support technology-enabled teaching. These resources are consistently updated to align with evolving academic and technological needs.

This infrastructure reflects the institution's commitment to fostering a technology-driven learning environment and ensuring a secure and efficient administrative framework.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/4.3.1%20Institution%20has%20IT%20Facilities%20including%20WiFi_watermark.pdf

4.3.2 - Number of Computers

47

File Description	Documents
Upload any additional information	View File
List of Computers	No File Uploaded

4.3.3 - Bandwidth of internet connection in the Institution	A. ? 50MBPS

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

4.4 - Maintenance of Campus Infrastructure

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

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

19.33

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

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

The college has a well-defined policy and system in place for the maintenance and utilization of its physical and academic facilities. The following measures ensure efficient management:

1. Classroom Management: Classrooms, being essential workspaces, are managed in adherence to the procedures recommended by the Management and University. Regular stock audits of classroom assets, routine cleaning, and maintenance are carried out. Annual Maintenance Contracts (AMC) for modern teaching technologies and systematic reporting of repairs and replacements form the core of classroom management.

2. Library and Laboratory Management: The library is organized into five distinct sections, each with a unique identity. Adhering to defined standard procedures, the library operates effectively, catering to the information needs of its patrons.

3. Sports Facilities: The sports committee oversees the maintenance of sports grounds and equipment. Additionally, the IQAC formulates policies for organizing workshops, seminars, and conferences for students and staff. The college website provides insights into operational systems and welcomes suggestions for improvements.

4. Computer and Infrastructure Maintenance: Annual Maintenance Contracts are in place for computers, copiers, software, CCTV, fire extinguishers, gardens, and security systems. Policies ensure regular updates of hardware and software, maintaining an optimal student-to-computer ratio to support academic needs.

5. Water Facilities: Regular maintenance of water tanks and purifiers ensures access to clean and safe water for all stakeholders.

These measures ensure the seamless operation of institutional facilities.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/4.1.2%20Adequate%20Facilities%20for%20Cultural%20Activities,%20Sports.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

679

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	**No File Uploaded**
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

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

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

0

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

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

File Description	Documents
Link to Institutional website	http://arburla.org/update2024/AQAR23-24/5.1.3.%20Capacity%20Building%20and%20Skills%20Enhancement.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

80

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

80

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

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

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

105

File Description	Documents
Self-attested list of students placed	**No File Uploaded**
Upload any additional information	[View File](#)
Details of student placement during the year (Data Template)	[View File](#)

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

5.2.2.1 - Number of outgoing student progression to higher education

105

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	[View File](#)
Details of student progression to higher education	[View File](#)

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

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

0

File Description	Documents
Upload supporting data for the same	**No File Uploaded**
Any additional information	*View File*
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	*View File*

5.3 - Student Participation and Activities

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

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

19

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	*View File*
Number of awards/medals for outstanding performance in sports/cultural activities at univer sity/state/national/international level (During the year) (Data Template)	*View File*

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

The institution prepares a perspective plan with a focus on curricular, co-curricular, and extra-curricular activities. The academic calendar, encompassing all such activities, is meticulously

prepared and effectively implemented.

1. College Students' Council: The College Students' Council is constituted in accordance with the Maharashtra Public University Act, 2016, Section 99. It promotes student welfare and coordinates extracurricular activities across various student associations to enhance corporate life. The council includes a President, Secretary, and Lady Representative, alongside representatives from SC, ST, DT/NT, and OBC/SBC categories, elected by an electoral college of full-time students. Additionally, representatives from each class and one student each from NSS, Sports, and Cultural activities are nominated by the Principal based on specified criteria.

2. Students' Grievance Redressal Cell: The college adheres to the UGC Regulations, 2019, for addressing student grievances. Issues related to admissions, amenities, reservation policy violations, and other concerns outlined in the prospectus are resolved by the committee.

3. Student Representation in CDC and IQAC: In compliance with the Maharashtra Public University Act, 2016, the institution ensures student representation in the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC).

4. Student Representation in College Magazine: Students actively participate in creating the annual magazine Padmapratima by contributing creative and informative articles and designing the cover page.

These initiatives foster student engagement and holistic development.

File Description	Documents
Paste link for additional information	http://www.arburla.org/update2024/AQAR23-24/6.2.2%20College%20Development%20Committee.pdf
Upload any additional information	View File

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

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

| 19 | |

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

5.4 - Alumni Engagement

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

A.R. Burla Mahila Varishtha Mahavidyalaya has a registered Alumni Association under the Societies Registration Act, 1860. It was officially registered on 13th March 2020, at the Registrar of Societies, Solapur Region, with Registration No. MH/218/2020. The Alumni Association contributes significantly to the institution through the following initiatives:

1. Book Donation: Alumni contribute by donating books, enriching the library and supporting academic pursuits.

2. Participation in Various Activities: Alumni are invited as resource persons for events such as guest lectures and panel discussions. They share valuable insights on skills, emerging technologies, industry trends, practical application of knowledge, and corporate work culture.

3. Training for Sports and Cultural Activities: Alumni actively engage in mentoring and training new students in cultural and sports activities, fostering talent development.

4. Promotion of Institutional Events and Competitions: Alumni sponsor and support institutional events by funding the printing of magazines, conference proceedings, and brochures. They also promote competitions and other initiatives organized by the institution.

The Alumni Association offers financial support to the institution

and has facilitated the donation of books for the Competitive Study and Career Guidance Centre. Additionally, it collaborates in organizing social welfare and awareness programs, including Swachhata Abhiyan, tree plantation drives, blood donation camps, free medical camps, and yoga and meditation programs, thereby contributing to community development.

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

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision and mission of the institution align closely with the broader objectives of education. The institution's structured academic and administrative planning, both formal and informal, reflects its commitment to achieving its vision. The primary vision is to provide quality education to women, with a focus on academic excellence, social responsibility, and character development, particularly for minority students residing in the underprivileged areas of Solapur.

The institution pursues the following objectives: enhancing academic proficiency, fostering creativity and innovation, inculcating a research-oriented culture, promoting academic integrity, and instilling human values and professional ethics. Additionally, it emphasizes the integration of technology to enhance the educational process.

1. Perspective Plan: The institution has a comprehensive perspective plan, developed and rigorously executed by the IQAC, aligned with its vision, mission, and goals.

2. Action Plans and Execution: The management and Principal actively participate in the College Development Committee (CDC) to ensure that policies and action plans align with the institution's mission. The vision and mission are disseminated among all stakeholders, involving them in policy formulation.

3. Formulation of Action Plans: Under the Principal's leadership, action plans are developed in line with quality policies and integrated into strategic plans for effective implementation.

4. Stakeholder Engagement: The Principal ensures active participation of stakeholders in institutional activities.

5. Support for Policy and Planning: The institution designs policies based on societal needs to ensure relevant and effective planning.

File Description	Documents
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/6.1.1.%20Vision%20and%20mission%20of%20the%20institution.pdf
Upload any additional information	View File

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

The college emphasizes decentralization and participative management to ensure optimal institutional practices. Ideas and suggestions regarding academic goals, organizational growth, and campus enhancement are solicited from all stakeholders to promote efficient functioning.

The Governing Body, as the apex decision-making entity, oversees various institutional activities. Adhering to the principle of decentralization, the Management addresses policy decisions, finance, and infrastructure matters in consultation with the College Development Committee (CDC). Proposals discussed in the CDC are formally presented by the Principal during IQAC meetings.

The Principal serves as the institutional representative, leading faculty members and Heads of Departments (HODs) in academic matters. By fostering collaboration and cooperation, the Principal ensures the maintenance of a conducive academic environment, benefitting students' overall growth.

To fulfill the institution's mission, plans and policies are executed by actively engaged faculty members. Various committees have been established, each entrusted with implementing specific programs and policies. The decentralized management framework operates through these committees, which are constituted by the Principal to facilitate efficient governance.

This approach to participative and decentralized management fosters a harmonious and congenial atmosphere within the institution, contributing significantly to student development and institutional progress.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Over the past decade, the institution has demonstrated remarkable growth. To sustain and enhance this progress, effective strategies must be formulated and systematically implemented. The institution's perspective and strategic plans are designed to align with current trends and address disruptive forces in the realms of higher and technical education. By adopting these approaches, the institution aims to achieve superior performance and outcomes.

The planning process involves a comprehensive assessment of the expectations and needs of various stakeholders, including students, faculty members, employers, and the local community. After thorough discussions and evaluations, development plans are formulated, encompassing short-term, medium-term, and long-term objectives to ensure balanced and sustainable growth.

The institution adopts a student-centric approach, ensuring that all plans and initiatives ultimately benefit the primary stakeholders—students and other members of the community. By integrating stakeholder feedback and addressing regional needs, the institution strives to remain a progressive and inclusive center of learning, dedicated to continuous improvement and excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/6.2.1%20Perspective%20Plan%202023-24.pdf
Upload any additional information	View File

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

1. The Governing Body: The Governing Body of Padmashali Shikshan Sanstha is an elected body responsible for ensuring the effective management of the institution and planning its future development. It is tasked with approving the strategic plan for the institution and setting its vision, mission, and academic goals.

2. College Development Committee (CDC): The College Development Committee is constituted under Section 97 of the Maharashtra Public University Act, 2016. The CDC is responsible for preparing a comprehensive development plan for the college, focusing on academic, administrative, and infrastructural growth. It ensures the college fosters excellence in curricular, co-curricular, and extracurricular activities. Additionally, the CDC is involved in preparing teaching programs and the annual Academic and Administrative Calendar. During the pandemic, the CDC encouraged the introduction of 12 certificate courses and promoted strengthening research culture and extension activities in the college.

3. Internal Quality Assurance Committee (IQAC): The IQAC plays a crucial role in planning and implementing strategies to improve the academic and administrative performance of the institution, ensuring continuous enhancement of quality standards.

4. Academic and Administrative Committees: The college maintains a well-structured academic and administrative framework to consistently improve the quality and standard of education provided and to achieve academic excellence.

5. Appointment, Service Rules, and Procedures: The institution adheres to the rules and regulations of UGC, the Maharashtra State Government, and PAH Solapur University, Solapur, for appointments and service-related procedures.

File Description	Documents
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/6.2.2%20College%20Development%20Committee.pdf
Link to Organogram of the institution webpage	http://arburla.org/septupdate2023/About%20Us/4.%20Organogram%20of%20the%20Institution.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	**A. All of the above**

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

6.3 - Faculty Empowerment Strategies

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

The institution effectively implements various welfare schemes for both teaching and non-teaching staff. It ensures that staff members can avail themselves of government schemes such as Gratuity, Pension, Commutation of Pension, Earned Leave, Maternity Leave, Medical Facilities, Leave for Overseas Projects or Conferences, Health Fund Schemes, and permissions for attending Faculty Development Programmes (FDPs) including Orientation Programmes, Refresher Courses, and short-term courses. These initiatives contribute to the career development and progression of staff members.

The campus is equipped with internet and free Wi-Fi facilities for staff, and skill development courses are organized for non-teaching

staff to enhance their competencies in the work environment. This year, the institution also conducted Yoga and Meditation sessions for staff well-being.

Staff members are encouraged to provide suggestions and regular feedback to enhance welfare measures at the institution. To support the financial welfare of teachers, group insurance schemes have been introduced. The institution has also initiated the Padmashali Shikshak Patpedhi to offer personal loans to teachers for financial assistance.

Additionally, financial support is provided to both teaching and non-teaching staff to attend seminars, conferences, and workshops. The college provides necessary infrastructure and facilities, including a browsing center, to support teachers' research activities. The Internal Complaints Committee works proactively to prevent sexual harassment of women at the workplace.

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

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

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

0

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

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

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

1

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

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

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

1

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	View File
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

The performance of each employee is evaluated annually, following the completion of one year of service. The aim of the performance appraisal is to objectively assess the employee's performance based on established norms, while also identifying potential areas for

improvement that can contribute to their continued growth and development.

For teaching staff, the performance appraisal system includes the following key features: a) Faculty performance is assessed through the Annual Self-Appraisal Report (ASAR), which serves as the basis for evaluation.

b) Promotions are determined by the ASAR proforma in accordance with the UGC Career Advancement Scheme (CAS), which includes the Academic Performance Indicator (API) score.

c) Faculty members are assigned additional voluntary duties and responsibilities beyond their academic work, and these contributions are given due weightage in the overall performance assessment.

d) Faculty members are notified well in advance regarding their promotion timelines.

e) The ASAR proforma submitted by faculty members is reviewed by the Heads of Departments, followed by the IQAC Coordinator and the Principal.

f) Faculty members due for promotion are recommended based on their API score and must appear before a screening-cum-selection committee.

Non-teaching staff are also assessed annually through confidential reports and performance appraisals.

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

6.4 - Financial Management and Resource Mobilization

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

The institution has established a robust mechanism for conducting both internal and external audits of its financial transactions annually to ensure compliance with financial regulations. The college conducts regular audits, with an external audit performed by

a Chartered Accountant. This external audit involves reviewing all vouchers and bills related to expenditures. After verifying the bills, vouchers, and expenditures, the Chartered Accountant issues an audit certificate for the college.

Internal audits are carried out by a dedicated team within the college, which checks each bill and voucher. The college accounts undergo regular auditing, initially by the internal auditor and then by the external auditor. The audit reports are submitted to the Joint Director of Higher Education, and the final financial audit is conducted by the Senior Auditor of Higher Education.

The cashier is responsible for maintaining the cashbook, receipts, bills, and vouchers, which are reviewed by the internal audit team.

To ensure effective and efficient use of financial resources, the college follows a structured budgeting process. Before the start of each financial year, the Principal submits a budget proposal based on recommendations from the Heads of Departments. The budget includes both recurring expenses, such as salaries, utilities, and consumables, and non-recurring expenses like equipment, furniture, and development costs. The Accounts Department monitors expenses in line with the allocated budget.

File Description	Documents
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/6.4. 1%20Internal%20Audit%20Reports.pdf
Upload any additional information	View File

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

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

0

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

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

The institute follows a well-structured process for mobilizing funds and resources, ensuring the effective and efficient use of available financial resources to support infrastructure development and enhance the teaching-learning process. The primary source of income for the institution is student tuition fees, which are collected as per the university and government regulations for both granted and self-financed courses. Additionally, the institution receives funds from stakeholders, non-governmental bodies, individuals, and philanthropists. However, this year, no funds have been received from the UGC or other external sources.

The institution's purchase committee seeks quotations from vendors for the procurement of equipment, computers, and books. These quotations are reviewed by the finance and purchase committees, which make final decisions based on criteria such as pricing, quality, and terms of service. The Principal, along with the purchase and accounts departments, ensures that expenditures remain within the allocated budget. If expenses exceed the budget, the intervention of the management is sought.

The institutional budget covers both recurring expenses (such as salaries, electricity, internet charges, and maintenance) and planned expenditures (such as lab equipment, furniture, and development costs). The budget is scrutinized and approved by the top management and the Governing Council. The accounts and purchase departments monitor expenditures to ensure compliance with the budget, while statutory auditors certify the financial statements annually.

File Description	Documents
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/6.4.3%20Mobilisation%20of%20Funds.pdf
Upload any additional information	**No File Uploaded**

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

The Internal Quality Assurance Cell (IQAC) plays a crucial role in policy-making and implementation at our college. It is dedicated to enhancing the college's infrastructure and support facilities to meet the standards of higher education and the evolving needs of students. IQAC assesses and recommends parameters to ensure quality education.

1. Academic and Administrative Audit: The college conducts an annual academic and administrative audit of each department and various committees through IQAC. This process aims to enhance and maintain the quality of education, with an Academic Audit Committee specifically established for this purpose.

2. Use of ICT for Continuous Internal Examinations: The institution has adopted online platforms for conducting Continuous Internal Examinations, enabling students to utilize technology for practice and enhancing their learning experience.

3. Feedback Collection and Analysis: Feedback is gathered from diverse stakeholders, including students, faculty, parents, and management. The feedback collection process is carried out manually for students, after which the data is scrutinized and analyzed. This feedback is utilized to improve various aspects such as curriculum development, infrastructural facilities, and research facilities, contributing to student progression and quality research. Ultimately, this helps position the institute as a center for excellence.

4. Certificate Courses, Webinars, and Workshops: The institution organizes various certificate courses, webinars, and workshops through online platforms like Google Meet, Zoom, and YouTube, enabling students to enhance their technologicalskills.

File Description	Documents
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/6.5.1%20Internal%20Quality%20Assurance%20Cell%20(IQAC).pdf
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) serves as the central body in the college, regularly monitoring and reviewing the teaching-learning process. The institution tracks and evaluates student learning outcomes through a structured approach, which includes the following measures:

1. Regular Class Tests and Interactions: Continuous assessments ensure regular monitoring of student progress.

2. Midterm and Continuous Evaluation: This includes internal tests, assignments, group discussions, and seminar presentations.

3. Semester-Based Examination System: All courses follow a semester system for examinations.

4. Question Bank and Lecture Notes: The institution provides question banks for various subjects and lecture notes via an online portal to support student learning.

5. Grievance Redressal: Timely action is taken to address students' grievances effectively.

The college has implemented an effective internal examination and evaluation system, conducting continuous assessments to enhance student performance.

Feedback Collection, Analysis, and Improvement: Feedback is collected through individual teacher-student interactions, as well as directly via IQAC. Students are encouraged to approach faculty with their suggestions and concerns.

Student Result Analysis: After the declaration of semester results, the institution analyzes student performance. If results are

unsatisfactory in any subject, the reasons are identified, and the concerned faculty members are counseled and motivated to improve teaching strategiesfor better outcomes.

File Description	Documents
Paste link for additional information	http://arburla.org/update2024/AQAR23-24/6.5.2%20IQAC%20Set%20Up%20as%20Per%20Norms.pdf
Upload any additional information	View File

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

File Description	Documents
Paste web link of Annual reports of Institution	http://arburla.org/update2024/AQAR23-24/6.5.3%20IQAC%20Meeting,%20ISO,%20NIRF,%20AAA-%20FINAL.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college is committed to promoting gender equity and social responsibility by sensitizing both students and employees through various initiatives. Gender equity is prioritized across admissions, recruitment, administrative functions, and academic activities.

Female students are actively encouraged to participate in decision-making processes, and are nominated as members of various committees at both the department and institute levels.

Women students are given the opportunity to represent committees such as the College Development Committee, IQAC, NSS, Cultural Committee, and the Women Development Cell. Additionally, they are involved in statutory committees including the Anti-Ragging Committee, Grievance Redressal Cell, Internal Complaints Committee, and the College Discipline Committee, where they openly share their perspectives.

The college runs two NSS units with 200 active volunteers who engage in various community service activities, promote discipline on campus, and ensure safety and security. The institution encourages female students to actively participate in co-curricular and extra-curricular activities.

To celebrate the achievements of women, the college observes Women's Day, highlighting the success stories of female leaders, administrators, social reformers, and saints. A suggestion box is provided for students to submit complaints regarding safety and security, and the Grievance Redressal Cell addresses and resolves these concerns as needed.

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

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	A. 4 or All of the above

File Description	Documents
Geo tagged Photographs	[View File](#)
Any other relevant information	[View File](#)

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

The college has implemented effective waste management practices on campus, following the basic principles of the 3Rs: Reduce, Reuse, and Recycle. These strategies aim to minimize waste generation, maximize the reuse of materials after proper segregation and cleaning, and ensure recyclable materials are properly collected and handed over to authorized agencies. The institution's environmental policy strives for zero discharge and optimal utilization of waste, ensuring a clean, hygienic, and healthy campus

1. Solid Waste Management: Solid waste, including paper, plastics, metal cans, and food waste, such as vegetable peels and leaves, is carefully managed. Disposable items like plastic cups and plates used in the college canteen have been replaced with reusable alternatives like steel glasses and plates.

2. Liquid Waste Management: Liquid waste generated from food preparation and utensil washing in the canteen is carefully managed. Additionally, liquid waste from the college washrooms is effectively handled by a well-maintained underground drainage system.

3. E-Waste Management: The college recycles obsolete electronic devices such as computers, monitors, printers, scanners, copiers, calculators, and battery cells. E-waste is disposed of through certified vendors to ensure environmentally responsible recycling.

4. Minimized Use of Hazardous Waste: The college minimizes the use of biochemical and radioactive wastes, adhering to sustainable waste management practices.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the	A. Any 4 or all of the above

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

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

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

A. Any 4 or all of the above

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

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

The institution organizes various events to commemorate the birth

and death anniversaries of social reformers, saints, and national leaders, aiming to instill diverse values and foster harmony among students. These events include celebrations of significant days that promote unity and inclusivity.

1. Cultural and Regional Harmony: The institution celebrates days such as Minority Day, Constitution Day, Human Rights Day, Organ Donation Day, International Yoga Day, Sadbhavana Diwas, Teachers' Day, and Guru Poornima to encourage cultural and regional harmony.

2. Tolerance and Harmony Towards Linguistic and Communal Diversities: The college also observes events like Hindi Pakhwada, Marathi Bhasha Din, Marathi Bhasha Sanvardhan Pandharvada Din, and the Birth Anniversary of Shakespeare through the Bhasha Sanvadini Mandal. These events highlight the importance of linguistic diversity and promote communal tolerance.

Additionally, the institution celebrates key national and international events, such as:

12th January 2021: National Youth Day – Swami Vivekananda's Birth Anniversary

26th January 2021: Democratic Day

19th February 2021: Chh. Shivaji's Birth Anniversary

23rd February 2021: Sant Gadage Baba's Birth Anniversary

8th March 2021: International Women's Day

14th April 2021: Dr. B. R. Ambedkar's Birth Anniversary

15th August 2021: Independence Day

1st August 2021: Foundation Day of Solapur University

24th September 2021: NSS Day

2nd October 2021: M. K. Gandhi's Birth Anniversary

These events are organized by both staff and students of the college.

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

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

The institution upholds the core constitutional values of Equality, Fraternity, and Liberty through various activities, emphasizing the importance of these principles among students and staff. These activities are organized on significant national occasions such as Independence Day, Democratic Day, Minority Rights Day, Constitution Day, Sadbhavana Diwas, National Voters Day, and Human Rights Day.

1. Flag Hoisting: The institution hoists the national flag during major national festivals, including Independence Day and Democratic Day. Eminent speakers are invited to inspire the students and staff by sharing the qualities of freedom fighters and emphasizing the responsibilities of citizens.

2. Workshop on Minority Rights Day: A workshop is organized on Minority Rights Day, where expert speakers highlight the importance of constitutional values like equality, fraternity, and freedom, fostering awareness among students.

3. National Webinar on Democratic Values: The institution organizes a national webinar on "Pandit Nehru and Indian Democracy" to develop democratic values and an understanding of India's democratic principles.

4. World Population Day: In collaboration with the Family Planning Association of India, the institution conducts a speech on the issue of population explosion in India, discussing the rights and responsibilities of Indian citizens in controlling the population.

5. National Webinar on Annabhau Sathe: The institution focuses on constitutional values through a national webinar dedicated to the life and work of Annabhau Sathe, further promoting the ideals of the Indian Constitution.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	http://www.arburla.org/septupdate2023/Activities/1.%20NSS.pdf
Any other relevant information	http://www.arburla.org/septupdate2023/Activities/1.%20NSS.pdf

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

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

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

The institution aims to instill values of nationalism and patriotism in students by celebrating national festivals and commemorating the birth and death anniversaries of prominent Indian personalities each year. Eminent personalities are invited to inspire and motivate both staff and students through their speeches on these occasions

1. Republic Day and Independence Day: The institution celebrates Republic Day and Independence Day annually, with the national flag being hoisted by the Chief Guest. Students and staff salute the flag, followed by the singing of the National Anthem.

2. International Yoga Day (21st June): International Yoga Day is observed every year on 21st June. The celebration includes a session that provides an orientation on yoga, its mental and physical benefits, and a practical demonstration of various yoga asanas.

3. International Women's Day (8th March): An expert speech is organized to celebrate International Women's Day, recognizing the achievements of women and promoting gender equality.

4. Birth and Death Anniversaries: The institute commemorates the birth and death anniversaries of great Indian personalities such as Mahatma Gandhi, Dr. Babasaheb Ambedkar, Savitribai Phule, Swami Vivekananda, Rajarshi Shahu Maharaj, Sant Gadage Baba, Basaveshwar, and Chh. Shivaji Maharaj.

5. Martyrs' Day (Shaheed Din): The institution observes Martyrs' Day to honor freedom fighters like Bhagat Singh and Rajguru, emphasizing the values of sacrifice, patriotism, and nationalism.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

This report highlights two best practices implemented by Padmashali Shikshan Santha's A.R. Burla Mahila Varishtha Mahavidyalaya, Solapur, during the 2023-2024 academic year:

1. Fostering Sustainable Growth and Prosperity in Village Communities:

The institution adopted Gulavanchi village to promote sustainable development and empowerment. Key initiatives included cleanliness drives, tree plantation, rainwater conservation, and awareness programs on health, hygiene, and education. Special emphasis was placed on empowering women and youth. Despite challenges, such as resistance from villagers, the efforts resulted in improved

sanitation, increased educational pursuits, and active community participation.

2. Promoting Research Engagement and Critical Thinking in Students:

The institution collaborated with the Research Centre at Dayanand College, Latur, to nurture a research-oriented mindset among students. Activities included sessions on research ethics, academic integrity, and methodology. Students engaged in research projects across commerce, technology, and other fields, enhancing their analytical, problem-solving, and critical-thinking skills. These efforts encouraged rational thinking, fostered intellectual growth, and prepared students for professional challenges.

Both practices reflect the institution's commitment to holistic development, fostering social responsibility, and promoting intellectual excellence.

File Description	Documents
Best practices in the Institutional website	http://arburla.org/update2024/AQAR23-24/7.2.1.Best%20Practices.pdf
Any other relevant information	http://arburla.org/update2024/AQAR23-24/7.2.1.Best%20Practices.pdf

7.3 - Institutional Distinctiveness

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

Institutional Distinctiveness Report (2023-2024)

A.R. Burla Mahila Varishtha Mahavidyalaya, a Telugu Linguistic Minority Institution in Solapur, exemplifies women's empowerment through its commitment to holistic education. The college uniquely blends academic excellence, cultural heritage, and social responsibility, creating a nurturing environment for students.

The institution's pursuit of excellence is evident in its meticulously planned, student-centric academic initiatives, guided by innovative teaching methodologies and rigorous quality benchmarks. Regular feedback systems and IQAC meetings ensure continuous improvement and alignment with institutional goals.

A strong emphasis on extracurricular and co-curricular activities distinguishes the college, with programs such as skill development workshops, seminars, and cultural events fostering confidence, leadership, and critical thinking. These efforts enhance students' personality development and employability, preparing them for global challenges.

The college also prioritizes community engagement through outreach programs addressing social issues like gender equality, environmental sustainability, and health awareness. Such initiatives cultivate responsibility and compassion among students.

Inclusivity remains central to the institution's ethos, providing equitable access to education and amplifying marginalized voices. This commitment aligns with its vision of empowering women to become impactful citizens.

In conclusion, A.R. Burla Mahila Varishtha Mahavidyalaya stands out for its dedication to academic rigor, cultural preservation, and societal transformation, solidifying its role as a regional leader in education.

File Description	Documents
Appropriate web in the Institutional website	[View File](#)
Any other relevant information	[View File](#)

7.3.2 - Plan of action for the next academic year

1] Implementation of NEP 2020

2] B. A. Police Administration

3] To promote skill development

4] Strengthen Research and Innovation

5] Expand Community Outreach

6] Upgrade Infrastructure and Technology

7) Development of the Institution through Funds from Corporate Social Responsibility (CSR Funds)

8) Strengthen Alumini Relations