

INSTITUTIONAL DEVELOPMENT PLAN (IDP)

Academic Years 2026–27 to 2029–30

Baburao Patil College of Arts and Science, Angar

Affiliated to

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Four-Year Institutional Development Plan 2026–27 to 2029-30

1. Executive Summary

Baburao Patil College of Arts and Science, Angar, established in 2001, is a rural higher education institution serving students from Angar, Mohol and surrounding rural areas of Solapur district. The college provides undergraduate education in **Arts and Science** and is affiliated to Punyashlok Ahilyadevi Holkar Solapur University. The official institutional profile identifies the college as a two-faculty institution, with six departments and a three-acre campus.

The institution has progressed through two NAAC cycles, moving from **B grade (CGPA 2.18)** to **B++ grade (CGPA 2.77)**. The second-cycle NAAC certification dated June 16, 2024 records a CGPA of 2.77 and B++ grade. (bpcasangar.edu.in)

The present IDP is therefore designed as a **transition plan from accreditation achievement to institutional excellence**. Its central objective is not merely to prepare documentation for the third NAAC cycle, but to create sustainable systems in teaching-learning, research, employability, student support, digital transformation, governance, community engagement, infrastructure and financial sustainability.

The IDP follows the UGC framework, which requires HEIs to identify institutional development all needs, capacity gaps, prepare annual activity plans, establish measurable indicators and time-bound targets, involve stakeholders and undertake periodic review.

The plan proposes eight major strategic development domains:

- 1. Academic Excellence and NEP2020 Implementation**
- 2. Student Development, Employability and Entrepreneurship**
- 3. Research, Innovation and Intellectual Property**
- 4. Faculty and Staff Development**
- 5. Digital Transformation and Learning Resources**
- 6. Infrastructure, Green Campus and Sustainability**
- 7. Governance, Quality Assurance and Institutional Effectiveness**

8. Community Engagement, Alumni, Industry and Institutional Networking

The Four-year trajectory will move from **system strengthening in 2026–27**, through **expansion and consolidation in 2027–29**, to **institutional excellence and third-cycle accreditation readiness in 2029**.

2. Institutional Profile and Baseline

2.1 Institutional Identity

Parameter	Institutional Baseline
Name	Baburao Patil College of Arts and Science, Angar
Management	Shri Angarsiddha Shikshan Prasarak Mandal, Angar
Year of Establishment	2001
Location	Angar, Taluka Mohol, District Solapur, Maharashtra
University Affiliation	Punyashlok Ahilyadevi Holkar Solapur University
Faculties	Arts and Science
Campus	Approximately 3 acres
Departments	Six, according to institutional website
Current NAAC Status	B++
Current NAAC CGPA	2.77
Second-cycle accreditation	June 16, 2024
Earlier NAAC grade	B, CGPA 2.18
Institutional Motto	तमसो मा ज्योतर्गमय

The college's stated vision is “**Comprehensive Development through Education**”, with emphasis on education, values and personality development of rural students. Its stated goals include developing rural youth for global opportunities, career progression, leadership, self-development, cooperation, rationalism, social service and agro-based entrepreneurship.

3. Institutional Context

The UGC IDP Guidelines specifically state that an IDP must take account of the institution's **vision,mission,context, life-cycle stage,location,character and aspirations**,rather than follow a uniform model.

Accordingly,the present IDP recognizes the following characteristics:

Institutional strengths

- Rural location withan established social-service orientation.
- More than two decades o f institutional experience.
- Established Arts and Science undergraduate education.
- Current B++NAAC accreditation.
- Qualified teaching faculty across Arts and Science.
- Well-equipped laboratories.
- Library with technology-enabled services.
- Career Guidance Cell and placement-oriented activities.
- Gymnasium/sports facilities.
- Scholarship and frees hipsupport.
- NSS andcommunity-oriented activities.
- Natural and green campus environment.
- Existingculture of student-centred and experiential learning.
- Existingac ademic,alumni and institutional collaborations.

The college website reports a library collection of **6,686 books**, journals/magazines, N-LIST access, OPAC, e-books/e-journals, Internet access and barcode-based circulation.

The Career Guidance Cell already provides counselling, competitive-examination awareness, guest lectures, seminars, workshops and interview preparation, with facilities for counselling and mock interviews.

The earlier institutional SSR records student-centered pedagogies such as group discussion, field visits,assignments, seminars,projects, exhibitions, practical learning,excursions, industrial visits and ICT-supported learning. (bpcasangar.edu.in)

4. Visionfor2029

Proposed Vision

“To emerge as a center of academic excellence, employability, research, innovation and community development in rural higher education, nurturing responsible, skilled, ethical and globally competent graduates while remaining rooted in local knowledge, culture, environment and social responsibility.”

5. Proposed Mission

1. To provide accessible, affordable and quality higher education to students from rural and economically disadvantaged communities.
2. To implement learner-centered, multi disciplinary and experiential education in accordance with NEP 2020.
3. To strengthen employability, entrepreneurship, vocational and life skills among students.
4. To promote research addressing local, regional and national problems.
5. To develop digital, physical and academic infrastructure supporting quality education.
6. To promote environmental sustainability and responsible citizenship.
7. To strengthen faculty competence through continuous professional development.
8. To develop meaningful partnerships with alumni, industry, community, government and other higher education institutions.
9. To promote inclusive education, gender equity, student well being and accessibility.
10. To establish a culture of continuous quality improvement and evidence-based institutional governance.

6. Strategic Direction for the Third NAAC Cycle

The movement from **B (2.18) to B++ (2.77)** demonstrates institutional improvement. (bpcasangar.edu.in)

The third-cycle IDP should therefore move the institution through the following progression:

B → B++ → A-level institutional maturity

The proposed institutional aspiration for June 2029 is:

To achieve an “A-level/excellence-oriented” accreditation outcome under the NAAC framework prevailing at the time of assessment, while building sustainable institutional systems rather than pursuing accreditation only as a documentation exercise.

This distinction is important because the UGC Guidelines emphasize **continuous improvement, measurable outcomes, stakeholder engagement and sustainable quality assurance**, rather than accreditation as an isolated exercise.

7. Institutional SWOC Analysis

The UGC Guidelines specifically recommend SWOC analysis as a foundational component of strategy formulation.

Strengths

1. Established institutions since 2001.
2. Rural location and strong social mission.
3. B++ NAAC accreditation with CGPA 2.77.
4. Arts and Science multidisciplinary environment.
5. Experienced and qualified faculty.
6. Established laboratories and library.
7. Career Guidance Cell.
8. Scholarship/freeship support.
9. NSS and community engagement.
10. Existing student-centered and experiential learning practices.
11. Natural/green campus environment.
12. Institutional experience in quality assurance.

Weaknesses/Areas Requiring Strengthening

1. Need for systematic expansion of research output.
2. Need to increase externally funded research projects.
3. Need to strengthen patents/IPR and innovation ecosystem.
4. Need for systematic industry linkages and internships.
5. Need for stronger placement and progression outcomes.
6. Need for greater digital integration across institutional processes.
7. Need to expand multidisciplinary and skill-based programmes.
8. Need for strong alumni resource mobilization.
9. Need for systematic international academic exposure.
10. Need to develop stronger institutional data analytics and evidence-management systems.

Opportunities

1. NEP 2020 implementation.
2. NCrF,ABC,NHEQF and skill integration.
3. Digital and blended education.
4. Rural development research.
5. Agro-based entrepreneurship.
6. Local biodiversity and environmental research.
7. Collaboration with industries around Solapur/Mohol.
8. Government research and skill-development schemes.
9. Alumni participation and CSR.
10. Inter-institutional collaborations.
11. MOOCs and digital learning resources.
12. Emerging interdisciplinary areas.

Challenges

1. Competition from urban and private institutions.
2. Socio-economic constraints of rural learners.
3. Changing employment requirements.
4. Need to attract and retain high-quality faculty.
5. Limited financial resources compared with large institutions.
6. Rapid technological changes.
7. Increasing expectations regarding research and innovation.
8. Need to maintain quality while expanding programmes.
9. Migration of students towards urban institutions.
10. Changing accreditation and regulatory expectations.

8. Major Strategic Goals: 2026–2030

The UGC Guidelines identify strategic priorities including learner-centric education, faculty development, entrepreneurship, employability, digital learning, financial sustainability, research, networking, industry-community partnerships and implementation of NCrF/ABC.

The institution will adopt the following ten strategic goals.

Strategic Goal 1: Academic Excellence and NEP 2020

Objective

Develop a flexible, multidisciplinary, learner-centered and outcome-oriented academic system.

Major Initiatives

- Strengthen Outcome Based Education.
- Map Programme Outcomes, Programme Specific Outcomes and Course Outcomes.
- Review curriculum implementation annually.
- Introduce/expand value-added, certificate and skill-based courses.
- Integrate vocational and employability skills.
- Promote multidisciplinary projects.
- Encourage experiential learning.
- Strengthen field visits, internships and project-based learning.
- Promote Indian Knowledge Systems.
- Strengthen academic feedback mechanisms.
- Promote bilingual/local language academic support where appropriate.
- Implement NCRF and ABC requirements in coordination with the affiliating university.

Four-year targets

Indicator	2029–30 Target
Departments with documented CO-PO mapping	100%
Departments conducting annual academic review	100%
Value-added/skill courses	Minimum 10
Students participating in skill courses	≥80%
Students undertaking experiential projects	≥80%
Annual curriculum feedback analysis	100%

Indicator
Target

2029–30

Digital/blended learning resources

All departments

The UGC specifically calls for alignment to existing courses with NEP, NCERT, NHEQF and NSQF and development of multidisciplinary, micro-credential and new-age programmes.

9. Strategic Goal 2: Student Development, Employability and Entrepreneurship

The institution already has a Career Guidance Cell with career counselling, competitive examination awareness, workshops, seminars and mock-interview facilities.

Objectives

1. Increase employability of graduates.
2. Strengthen competitive-examination preparation.
3. Develop communication, digital, soft and life skills.
4. Promote entrepreneurship.
5. Develop agro-based entrepreneurship in accordance with the institutional mission.
6. Increase student progression to higher education.

Initiatives

- Annual employability skill audit.
- English communication and soft-skills programme.
- Digital literacy programme.
- Competitive examination orientation.
- Resume-building and interview training.
- Career counselling for every final-year student.
- Entrepreneurship awareness programme.
- Student innovation competitions.
- Alumni mentoring.
- Internship/apprenticeship opportunities.
- Career and placement database.
- Higher education guidance cell.

Targets by 2030

- **100%final-yearstudents** receive career counselling.
- **80%students** participate in atleast one employability/skill activity.
- Minimum **20 industry/organisation linkages**.
- Minimum**10 structuredint ernship/field-exposurepartnerships**.
- Increase measurable placement/progressionrate annually.
- Atleast **10 student entrepreneurship/innovation initiatives** during the plan period.

10. Strategic Goa I3: Research,Innovation and Intellectual Property

The UGC Guidelines identify research funding, infrastructure, faculty development, collaborations, research integrity, dissemination, IPR and research management as essential components of institutional development.

Proposed Institutional Research ThrustAreas

Given the institution's rural context and academic disciplines, the following thrust areas are recommended:

A. RuralandSustainableDevelopment

- Rural economy
- Rural education
- Social development
- Rural entrepreneurship

B. Agricultural and Plant Sciences

- Plant diversity
- Local biodiversity
- Ethnobotany
- Traditional knowledge
- Agro-biodiversity
- Sustainable agriculture
- Medicinal and useful plants

C. Environmental Studies

- Biodiversity conservation
- Water conservation
- Climate change
- Waste management
- Sustainable rural development

D. Social Sciences and Humanities

- Rural society
- Local history
- Marathi language and literature
- Political and economic development
- Gender and social empowerment

Research targets

Indicator	2029–30	Target
Faculty research publications	≥ 50	cumulative
External research proposals submitted	≥ 25	
Funded research projects	≥ 10	
Student research projects	≥ 50	
Avishkar/research competition participation	Annual	
IPR/patent/copyright initiatives	≥ 5	
Research collaborations	≥ 10	
Community-based research projects	≥ 10	
Research seminars/workshops	Minimum 2/year	

The institution should establish a **Research and Development Cell (RDC)** or strengthen its existing research mechanism as a central coordination structure. The UGC Guidelines specifically identify an RDC as useful for governance, administration, resource management and collaborative research.

11. Strategic Goal 4: Faculty and Staff Development

Objectives

- Build a research-active and digitally competent faculty.
- Develop faculty expertise in NEP2020 implementation.
- Strengthen pedagogical innovation.
- Promote research and publication.
- Develop leadership capacity.

Annual Faculty Development Plan

Each faculty member should participate annually in appropriate:

- FDPs
- Refresher/orientation programmes
- MOOCs
- Workshops
- Seminars/conferences
- Research methodology programmes
- IPR training
- AI/digital pedagogy training
- Outcome-based education training
- NCrF/ABC/NHEQF orientation
- IKSO orientation
- Entrepreneurship/innovation programmes

Target

By 2030:

- **100% faculty** participate in at least one professional-development activity annually.
- At least **50% faculty** participate in research/publication projects.
- Each department develops an annual faculty-development plan.
- Faculty appraisal includes teaching, research, extension and institutional contribution.

The UGC framework explicitly emphasizes continuous faculty capacity building, including NCrF, ABC, NHEQF, vocational education, NSQF, IKS and future skills.

12. Strategic Goal 5: Digital Transformation

The college already provides technology-enabled library services including OPAC, Internet, e-resources, N-LIST and barcode-based circulation.

Then extstage should be **institution-widedigital transformation. Initiatives**

1. Integrated ERP/LMS.
2. Digital attendance.
3. Digital academic records.
4. Online feedback system.
5. Digital examination support.
6. Institutional data dashboard.
7. Digital repository.
8. Departmental e-content.
9. Virtual classrooms.
10. Cyber security and data protection.
11. Digitization of IQAC/NAAC evidence.
12. Website modernization.
13. Digital alumni database.
14. Online placement database.

The UGC Guidelines recommend digital learning systems, ERP/LMS, dynamic websites, computerized examination/evaluation systems, digital credentials, online placement systems and alumni networking.

2030 Targets

- 100% departments using LMS/digital learning support.
- 100% institutional records digitally indexed.
- Digital IQAC evidence repository.

- Institutional MIS dashboard.
- Digitized student/alumni database.
- Cyber security policy and annual audit.

13. Strategic Goal 6: Physical Infrastructure and Green Campus

The UGC framework requires infrastructure to support academic, research, outreach, cultural, sports and operational activities while improving accessibility, energy efficiency, environmental stewardship and safety.

Infrastructure Priorities of the College

1. Modernization of science laboratories.
2. Smart classrooms.
3. Digital language/communication laboratory.
4. Research laboratory facilities.
5. Library modernization.
6. Student common facilities.
7. Accessible toilet and ramps.
8. Sports facilities.
9. Gymnasium strengthening.
10. Safe drinking water.
11. Waste segregation.
12. Rain water harvesting.
13. Renewable energy.
14. Energy-efficient lighting.
15. Biodiversity garden.
16. Botanical/medicinal plant garden.
17. Green audit.
18. Energy audit.
19. Water audit.
20. Campus safety and disaster preparedness.

Green CampusTarget

By 2030:

- 100% LED/energy-efficient lighting wherever feasible.
- Annual green/energy/environment audit.
- Rain water conservation system.
- Waste segregation and documented disposal.
- Biodiversity/medicinal plant garden.
- Increased renewable-energy use subject to feasibility.
- Plastic-reduction programme.
- Annual environmental awareness programme.

14. Strategic Goal 7: Library and Learning Resources

The existing library provides a strong foundation with 6,686 books,journals,magazines,N-LIST, OPAC, Internet, e-books and e-journals.

2026–30 LibraryDevelopmentPlan

- Increase print collection annually.
- Increase e-resource usage.
- Develop institutional repository.
- Digitise rare/local institutional resources.
- Student orientation to e-resources.
- Improve reading/study spaces.
- Develop competitive examination section.
- Develop research-support services.
- Create department-wise digital reading lists.
- Annual library user-satisfaction survey.

Targets

- Minimum 10% annual increase in e-resource utilization.
- Annual collection development plan.

- 100% first-year students receive library orientation.
- Institutional repository operational by 2027–28.

15. Strategic Goal 8: Governance, IQAC and Quality Assurance

The UGC framework treats governance as a major institutional quality lever and emphasizes strategic direction, accountability, quality assurance, financial autonomy and stakeholder involvement.

Proposed governance architecture of the College

Management → Principal → IQAC → IDP Strategy Team → Departments/Cells → Annual Review

Establish/strengthen

- IQAC
- IDP Strategy Team
- Research & Development Cell
- Entrepreneurship/ Innovation Cell
- Alumni Cell
- Career & Placement Cell
- Student Support Cell
- Green Campus Committee
- Digital Transformation Committee
- Institutional Data/Evidence Cell

IDP Strategy Team

The UGC Guidelines specifically recommend an in-house **IDP Strategy Team** responsible for vision, planning, monitoring, evaluation and future roadmaps.

Proposed composition of the College

- Principal–Chair
- IQAC Coordinator
- Senior faculty representatives
- Heads of Departments

- Librarian
- Physical Director
- Administrative representative
- Student representative
- Alumni representative
- Industry/community representative
- Research coordinator
- Digital/ICT coordinator

16. Strategic Goal 9: Financial Sustainability and Resource Mobilization

The institution should gradually diversify its resource base while maintaining transparency and accountability.

Potential resources of the college

- Management contribution.
- Government grants.
- UGC/other statutory opportunities where eligible.
- Research grants.
- CSR.
- Alumni contributions.
- Endowment/donations.
- Skill-development programmes.
- Consultancy/community-oriented academic services.
- Sponsored seminars/workshops.
- Partnerships and collaborative projects.

The UGC framework recommends diversification of income, transparent financial management, long-term financial planning and collaboration with government, private-sector and other institutions.

Four-year financial target of the College

Develop a **Resource Mobilization Plan** with annual targets for:

- Research grants
- CSR
- Alumni contributions
- Infrastructure grants
- Sponsored academic activities
- Skill-development revenue

17. Strategic Goal 10: Community Engagement, Alumni and Partnerships

The rural character of the institution should become an institutional competitive advantage.

Proposed flagship initiative

“Baburao Patil Rural Knowledge and Development Initiative”

Possible activities:

- Village biodiversity documentation.
- Water-conservation awareness.
- Plant diversity documentation.
- Farmer-oriented scientific awareness.
- Rural entrepreneurship.
- Digital literacy.
- Career awareness in schools.
- Environmental awareness.
- Women empowerment.
- Health and well being awareness.
- Student community projects.

The UGC Guidelines explicitly encourage HEIs to connect research with communities and promote **“Research to Action for Community.”**

Alumni Development of the College

By 2030:

- Digitized alumni database.
- Annual alumni meet.
- Alumni mentorship programme.
- Alumni career talks.
- Alumni internship/placement linkages.
- Annual alumni contribution target.
- Alumni-supported scholarships/endowments where feasible.

18. Four-Year Implementation Roadmap

Year	Primary Focus	Major Deliverables
2026–27	Foundation	IDP governance, baseline audit, academic audit, digital audit, research policy, data system
2027–28	System Development	LMS/ERP strengthening, skill courses, FDPs, research cell, Green initiatives
2028–29	Expansion	Research projects, industry linkages, internships, entrepreneurship, infrastructure expansion
2029–30	Consolidation	Outcome assessment, external collaborations, resource mobilisation, benchmarking
	Excellence & NAAC Readiness	Institutional review, evidence validation, quality benchmarking, third-cycle preparation

19. Year-wise Action Plan

2026–27: Foundation Year

Priority

“Build the institutional systems.”

Actions:

- Constitute IDP Strategy Team.
- Conduct institutional baseline audit.

- Update SWOC.
- Department-wise academic audit.
- Infrastructure audit.
- Digital infrastructure audit.
- Research-capacity audit.
- Student-support audit.
- Alumni database development.
- Faculty-development needs assessment.
- Establish institutional KPI dashboard.
- Develop annual departmental plans.
- Prepare research policy.
- Strengthen IQAC documentation.
- Develop third-cycle evidence-management system.

Expected outcome

A measurable institutional baseline against which all subsequent progress can be assessed.

2027–28: Capacity Building Year

Priority

“Strengthen people, pedagogy and digital systems.”

Actions:

- LMS implementation.
- Faculty FDP programme.
- Skill/add-on courses.
- Research methodology workshops.
- Student employability programme.
- Digital library promotion.
- IPR awareness.

- Entrepreneurship cell.
- Green campus programme.
- Internship partnerships.

Expected outcome

Institution-wide systems become operational.

2028–29: Expansion Year

Priority

“Increase research, employability and collaboration.”

Actions:

- External research proposals.
- Faculty publications.
- Student research projects.
- Industry/community projects.
- MoUs with relevant institutions.
- Alumni mentoring.
- Internship expansion.
- Entrepreneurship initiatives.
- Research seminars.
- Infrastructure modernization.

Expected outcome

Measurable expansion of academic, research, industry and community outcomes.

2029–30: Consolidation Year

Priority

“Measure impact and benchmark performance.”

Actions:

- Academic benchmarking.
- Student progression analysis.

- Graduate outcome tracking.
- Research impact analysis.
- Green audit.
- Energy audit.
- Financial sustainability review.
- Stakeholder satisfaction survey.
- External academic review.
- Best-practice documentation.
- Corrective action plans.

Expected outcome

Institutional processes become outcome-driven rather than activity-driven.

Excellence and NAAC Readiness Year Priority “Demonstrate institutional impact.”

Actions:

- Comprehensive IDP evaluation.
- Third-cycle NAAC readiness assessment.
- Departmental quality reports.
- Institutional performance dashboard.
- Best-practice validation.
- Stakeholder impact studies.
- Alumni outcome study.
- Research impact study.
- Graduate progression study.
- Final SWOC.
- Next four-year IDP preparation.

Expected outcome

Amature,evidence-based,outcome-oriented quality system capable of supporting the third NAAC cycle.

20. Key Performance Indicators—Institutional Dashboard

The following KPIss hould be monitored annually:

Academic

- Student enrolment.
- Student retention.
- Passpercentage.
- Average results.
- Progression to higher education.
- CO-PO attainment.
- Student satisfaction.
- Skill-course participation.

Faculty

- Faculty qualifications.
- FDP participation.
- Publications.
- Research projects.
- Conferences.
- IPR.
- Academic innovations.

Research

- Publications.
- Citations where applicable.
- Research grants.
- Student projects.

- Patents/copyrights.
- Collaborations.
- Community research.

Employability

- Placement.
- Higher education.
- Competitive examinations.
- Internships.
- Entrepreneurship.
- Skill certifications.

Infrastructure

- Laboratory utilization.
- Library utilization.
- E-resource utilization.
- ICT utilization.
- Energy consumption.
- Water conservation.
- Accessibility.

Governance

- IQAC meetings.
- Academic audits.
- Administrative audits.
- Stakeholder feedback.
- Grievance resolution.
- Policy reviews.

Extension

- NSS activities.

- Community programmes.
- Outreach beneficiaries.
- Environmental initiatives.
- Village/school engagement.

21. Proposed Four-Year Institutional Targets

Area	Baseline/Current Position	2029–30 Aspirational Target
NAAC	B++, CGPA 2.77	A-level/excellence-oriented outcome under applicable framework
Academic departments	6	Strengthened multidisciplinary structure
Skill/value-added courses	Existing foundation	≥10 active offerings
Faculty FDP participation	Existing	100% annually
Research projects	To be strengthened	≥10 funded projects cumulatively
Research publications	Existing	≥50 cumulative quality publications
IPR	To be strengthened	≥5 initiatives
Industry/community linkages	Existing	≥20 active linkages
Internship opportunities	To be strengthened	≥10 structured partnerships
Student employability participation	Existing Career Cell	≥80% students
Career counselling	Existing	100% final-year students
Digital learning	Existing ICT use	100% departments
Digital institutional records	Partial	100% indexed/managed digitally
Green/environment audits	To be strengthened	Annual

Area	Baseline/Current Position	2029–30 Aspirational Target
Research/community projects	Existing foundation	≥10 cumulative
Alumni database	To be strengthened	100% available alumni records
Alumni engagement	Existing foundation	Annual structured programme
Student progression tracking	To be strengthened	Annual 100% final-year tracking
Academic audit	Existing IQAC process	Annual 100% departments
Stake holder feedback	Existing	Annual analysis and ATR
Institutional KPI dashboard	To be established	Fully operational

Note: These targets are proposed planning targets, not claims about present performance. They should be validated against the latest AQAR, sanctioned faculty strength, enrolment data, financial statements, research records and university requirements before formal adoption.

22. NAAC Third-Cycle Evidence Architecture

The college should avoid waiting until the NAAC submission year to assemble evidence.

A **Four-Year Institutional Evidence Repository** should be maintained from 2026–27 onward.

Every activity should generate:

1. Proposal/approval.
2. Notice.
3. Programme schedule.
4. Participant list.
5. Photographic evidence where appropriate.
6. Resource-person details.
7. Student output.

8. Feedback.
9. Outcome/impact assessment.
10. Report.
11. Action Taken Report.
12. Financial record where applicable.
13. Website/public disclosure
14. Evidence.

Suggested digital folders 01

Governance

02 Academic

03 Teaching-Learning

04 Research

05 Extension

06 Student Support

07 Infrastructure

08 Green Campus

09 Alumni

10 Industry Linkages

11 IQAC

12 Financial

13 Policies

14 Audits

15 Annual Reports

16 NAAC Evidence

This approach converts NAAC preparation from an **event-based activity into a continuous institutional quality-management process.**

23. Monitoring and Evaluation Mechanism

The UGC framework requires periodic review and continuous improvement and recommends an in-house IDP Strategy Team for monitoring and evaluation.

Proposed review cycle

Monthly:

Department/Cell-level progress review.

Quarterly:

Principal+IQAC+IDP Strategy Team review.

Half-yearly:

Management –level review.

Annually:

Institutional IDP Annual Performance Report.

End of 2028–29:

Mid-term IDP review.

End of 2029–30:

Comprehensive four-year impact assessment.

24. Annual IDP Review Format

Every year the institution should prepare:

Annual IDP Performance Report

1. Target.
2. Activity planned.
3. Activity completed.
4. Quantitative achievement.
5. Qualitative achievement.
6. Budget allocated.
7. Budget utilized.
8. Evidence available.
9. Challenges.
10. Corrective measures.
11. Impact.
12. Next-year action.

A simple **Green–Amber–Red monitoring system** may be used:

- **Green:** $\geq 90\%$ target achieved
- **Amber:** 60–89%
- **Red:** $< 60\%$

Targets should be revised where justified by regulatory, financial or institutional circumstances.

25. Resource Mobilization Plan

The IDP should not become merely an infrastructure wish-list. Each initiative should have:

**Need→Priority→EstimatedCost→FundingSource→ResponsiblePerson→Timeline
→ KPI → Outcome**

Priority I—Essential

- Laboratory modernization.
- Digital infrastructure.
- Accessibility.
- Library resources.
- Student support.
- Safety.

Priority II — Developmental

- Research infrastructure.
- Smart classrooms.
- Entrepreneurship ecosystem.
- Green infrastructure.
- Internship/industry network.

Priority III—Excellence

- Advanced research facilities.
- Institutional innovation center.
- Centre of Excellence/Institutional niche area.
- Major digital transformation.
- Expanded collaborative research.

The UGC Guidelines indicate that physical infrastructure may typically require 2–3 years, digital infrastructure 1–2 years, innovative academic infrastructure 3–5 years, research/IP infrastructure 5–7 years, networking 5–10 years and governance/financial systems approximately 3–5 years for maturity. These timelines strongly support a four-year institutional planning horizon.

26. Proposed Institutional Flagship Projects

For the third-cycle period, the college should identify **five flagship projects** rather than spreading resources across too many unrelated activities.

Flagship Project1

Baburao Patil Centre for Rural Knowledge and Sustainable Development

Focus:

- Rural development.
- Biodiversity.
- Agriculture.
- Environment.
- Traditional knowledge.
- Community research.

Flagship Project2

Student Employability and Entrepreneurship Hub

Focus:

- Career counselling.
- Competitive examinations.
- Digital skills.
- Soft skills.
- Entrepreneurship.
- Internships.
- Alumni mentoring.

Flagship Project3

Digital Baburao Patil Campus

Focus:

- ERP/LMS.
- Digital library.
- Digital records.

- Institutional dashboard.
- E-content.
- Online feedback.
- NAAC evidence repository.

FlagshipProject 4

Green and Sustainable Campus

Focus:

- Biodiversity.
- Water conservation.
- Energy efficiency.
- Waste management.
- Renewable energy.
- Environmental education.

FlagshipProject 5

Research and Innovation Ecosystem

Focus:

- RDC.
- Faculty research.
- Student research.
- Avishkar.
- IPR.
- External funding.
- Industry/community research.

27. Institutional Distinctiveness for 2030

The college should position its rural location not as a limitation but as its **institutional niche**.

Proposed Institutional Distinctiveness

“Rural Higher Education for Knowledge, Skills, Sustainability and Social Transformation.”

The distinctiveness may integrate:

Rural students+Arts&Science+Biodiversity+Agriculture+Employability+ Community Engagement + Research + Sustainability

This is consistent with the institution's stated emphasis on rural youth, global opportunities, leadership, social responsibility and agro-based entrepreneurship.

28. Expected Outcomes by 2030

At the end of the four-year IDP period, the institution should demonstrate:

Academic

- Stronger learner-centered pedagogy.
- Better outcome attainment.
- Expanded skill education.
- Greater multidisciplinary learning.

Research

- Increased publications.
- External research funding.
- Student research culture.
- IPR/innovation initiatives.
- Community-oriented research.

Student Development

- Improved employability.
- Better higher-education progression.
- Stronger competitive examination preparation.
- Entrepreneurship orientation.

Faculty

- Improved digital and pedagogical competencies.
- Increased research engagement.

- Greater professional development.

Infrastructure

- Modern laboratories.
- Improved digital facilities.
- Better accessibility.
- Sustainable campus infrastructure.

Governance

- Evidence-based decision-making.
- Stronger IQAC.
- Institutional KPI dashboard.
- Continuous academic and administrative audits.

Society

- Stronger village/community engagement.
- Rural knowledge initiatives.
- Environmental and biodiversity programmes.
- Alumni participation.

Accreditation

- Institutional readiness for the third NAAC cycle.
- Stronger evidence of **quality, outcomes, impact and continuous improvement**.

29. Conclusion

This four-year Institutional Development Plan of Baburao Patil College of Arts and Science, Angar represents the institution's journey from **accreditation-based quality assurance to sustainable institutional excellence**.

The progression from **B grade (CGPA 2.18)** to **B++ (CGPA 2.77)** provides an important foundation. (bpcasangar.edu.in) The next stage should concentrate on converting existing strengths—rural reach, Arts and Science education, experienced faculty, laboratories, library, career guidance and community engagement—into measurable institutional outcomes.

The UGC Guidelines require the IDP to be participatory, measurable, time-bound, periodically reviewed and aligned with NEP 2020, NCERF, SDGs and institutional priorities. The proposed 2026–30 IDP therefore adopts an integrated approach covering **academic excellence, skill development, research, student progression, faculty development, digital transformation, infrastructure, sustainability, governance, financial sustainability and networking.**

The ultimate objective is that by 2030 the college will be able to demonstrate not simply that it conducted more activities, but that those activities produced **better learning, stronger research, improved employability, greater community impact, stronger institutional systems and demonstrable continuous improvement.**