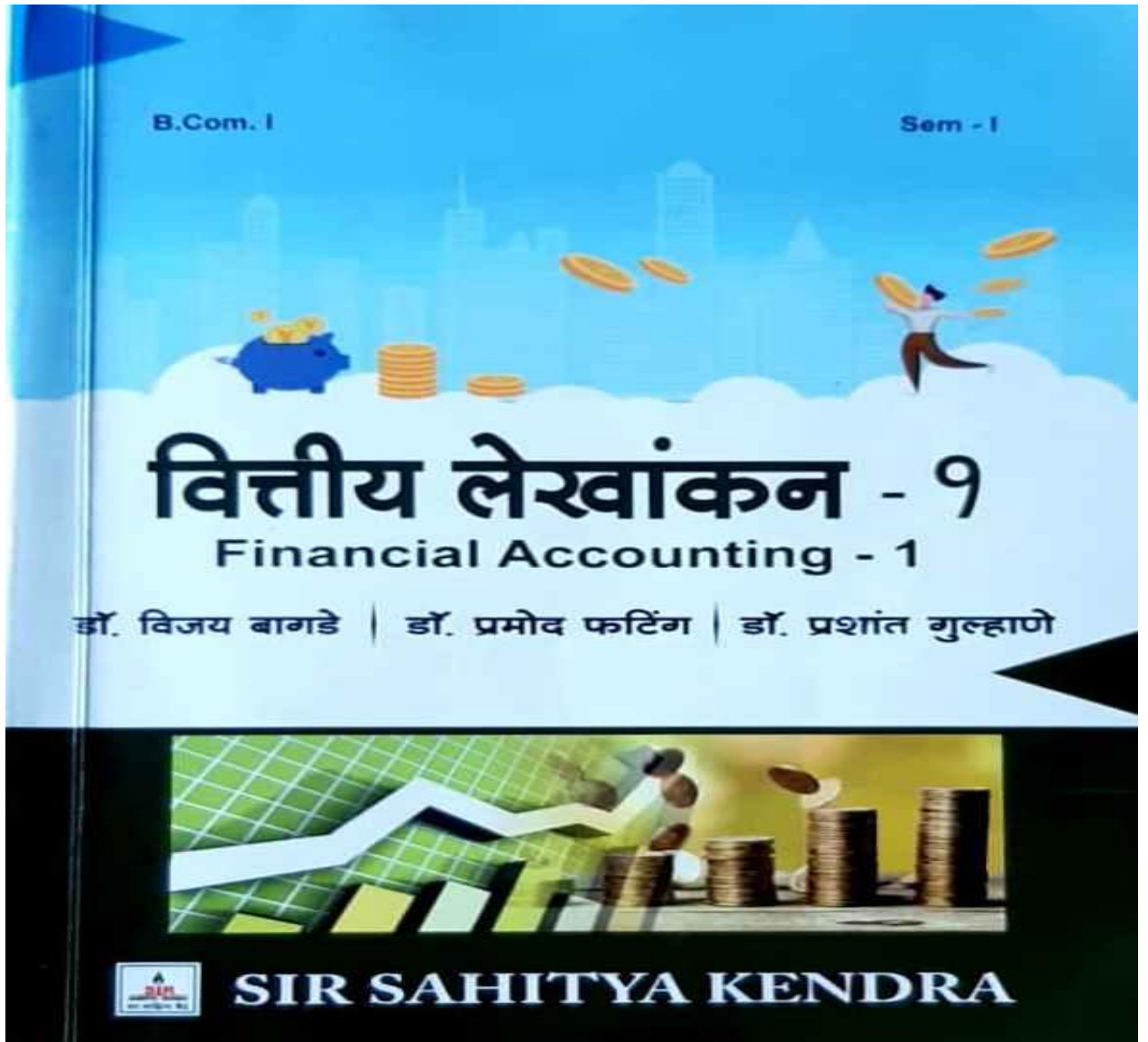


3.3.2 Number of books and chapters in edited volumes /books published and papers published in national/international conference proceedings per teacher during the year (2020-2021)

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

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Number	08

1. **Name of the Teacher** : Dr V Bagade, Dr Pramod Fating, & Dr P Gulhane (Dep. of Commerce)
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2. **Name of the Teacher** : Dr Dhanraj Shete (Principal), & Prof. Anand T. Chahande (Dep. of English)
Title of Paper: Role of IQAC, Students, Parents and Teachers in Establishing Quality Benchmarks(p85-87)
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**'Benchmarking Quality Enhancement
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Editor

Dr. Priya Wanjari

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Role of IQAC, Alumni, Students, Parents and Teachers in Establishing Quality Benchmarks

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National Assessment and Accreditation Council (NAAC) is a sole agency to assess all Institutions of Higher Learning (HEIs). It executes its plan of evaluation through the process of data received from the Institutions and also in the form of Peer Team Visit to the concerned institution. Doubtlessly NAAC has been very transparent and ethical in its dealing as far as its framework is concerned. It has watertight mechanism through which it determines the quality of the institutions. It has well stipulated and solid foundation of guidelines based on which the whole system of evaluation proceeds. Assessment and Evaluation is a composite process. It involves dual parties; the one who desires to be evaluated and the other who helps for the process of evaluation. Both the agencies need to work in tandem to arrive at logical conclusion. The disparities between the two agencies may befall the very spirit of honest evaluation and desire to upgrade skills and knowledge in terms of quality education. The present paper is an attempt to highlight the role of the different stakeholders of the institution in quality benchmarking.

The whole process of evaluation by NAAC undertakes to examine the Institutions based on various inputs provided to them. The data is a material concept that cannot far outweigh the spirit and commitment of each stakeholder of the Institution keeping in mind its vision and mission. The failure by margin is no failure but the spirit earned to that point is a laudable concept. The mechanism works like a capitalistic economy wherein everything weighs in commodities. Little we strive to delve deep into the insight and perspiration of the people who work ceaselessly to bring the Institution at par. Moreover, NAAC is a flat character who does not undergo any change throughout the evaluation process. It needs to transcend the material record and instead focus on the soul and spirit of every individual member who strives toward bringing the Institution up front. Therefore, the role of other subsidiary agencies is important in contributing and enriching the Institution. The NAAC need to expand its activities during the process of evaluation and it also needs to overstep its jurisdiction to bring out the spirit and soul of the Institution. Mere few minutes of interaction in a disinterested way will not justify and touch upon the true spirit of excellence.

IQAC is a composite body and its role is predetermined. It is stipulated that its composition entails men of sound judgment who have enough curiosity to check for the prosperity of the Institution. It is a dismal finding that only few favored are included and no keen insight is observed. Mostly it has been observed that the members act like a non-judicial body that does not have any extra powers. The sound IQAC is a backbone of any Institution and men of affairs at the Institution must endeavor to procure the correct and proper body of men to that task. Close examination will reveal the things that otherwise

addressed to judiciously lest the students carry any misgivings about the institution. Warm send off with expression of feelings paves the way for greater attachment of the students with their alma mater. In one particular situation it was found that the students had nurtured severe grievances on account of the bad treatment meted out to them by administrative machinery. Such matters are bound to create a weak portfolio of alumnae and may raise serious concern at the institutional level. Facilities provided at the institutional level generally boost up the morale of the students and generates a sort of attachment toward the institution. So the feedback from the alumnae and the cordial relations with them on the part of the institution may help the institution a lot and even NAAC can praise this aspect of the institution in the process of assessment.

The policy framework and evaluation process of NAAC is determined at the ivory tower without realizing ground realities. Though there have been instances of manipulation at the institutional level, the Peer Team need to be proactive in probing the spirit and soul of the institution. But such instances are very few in number. During the Peer Team interaction with the faculties, the focus is more on material data. The shift should have been in the direction of probing the teachers' mind and their passion for teaching. The quality framework of the institution largely depend upon the teacher-student relationship and any external agency desirous of evaluation, must transcend beyond material data and look for the genuine spirit of teaching and learning process. The spirit of learning among the stakeholders, teachers and students must be ascertained for correct evaluation. Most of the students are from rural background with poor economic conditions. Such students may opt for courses which may not be career oriented. It is the initiative of the institution to look for bright students who may achieve academic excellence. The Mentor Mentee concept plays an important role in assessing the students on proper scale thereby increasing the quality of learning.

It must be noted that NAAC is making improvement in its assessment process taking into proper consideration almost all the factors, complaints of the different institutions. A single factor mentioned above cannot be solely responsible for quality enhancement at the institution level. The amalgamation of these entire components and so many other factors are crucial for completing quality circle. It is a useless exercise to determine and fix accountability on any one of these factors. The fact remains that the role of all the stakeholders for the institutional development is very crucial and if all the stakeholders join hands keeping in mind the vision and mission of the institution for its development on quality parameters, quality benchmarking at the institutional level can become very easy.

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3. **Name of the Teacher** : Dr Sharad Sambare (Department of Political Science)

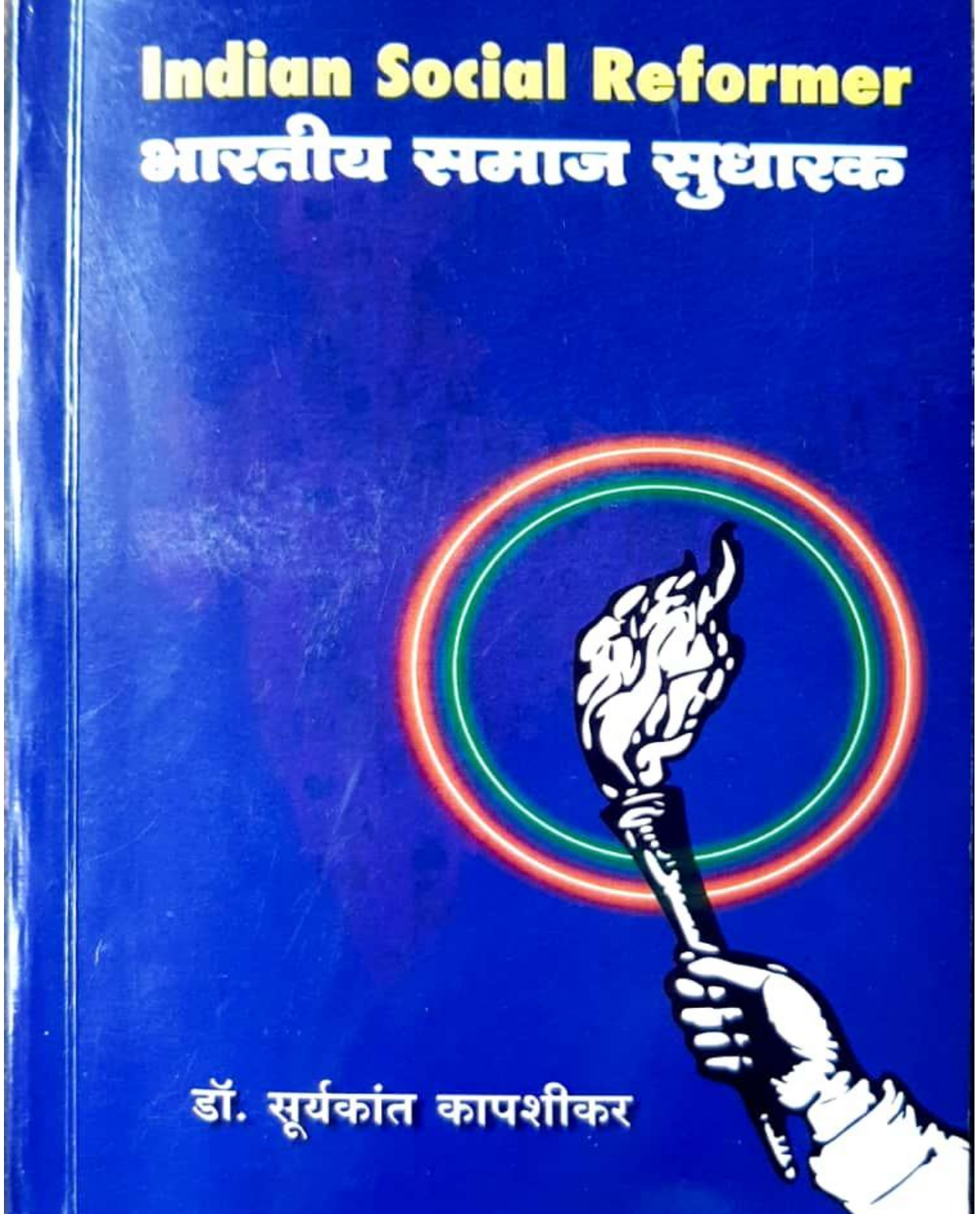
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डॉ. सुर्यकांत कापशीकर

Indian Social Reformer

Dr. Suryakant Kapsikar

● सौजन्य

डॉ. धनराज शेते, प्राचार्य
यशोदा गर्ल्स आर्ट्स अँड कॉमर्स कॉलेज
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डॉ. शरद सांबारे

राज्यशास्त्र विभाग प्रमुख,

यशोदा गर्ल्स आर्ट्स अन्ड कॉमर्स कॉलेज, नागपूर

प्रस्तावना:

भारताच्या समृद्ध कालखंडाचा सम्राट चंद्रगुप्त मौर्याचा अमात्य विष्णुगुप्त कौटिल्य तथा आर्य चाणक्य याने आपल्या अर्थशास्त्र या राजनितिपर ग्रंथामध्ये राजा व राज्यपद्धतीने वर्णन केलेले आहे. भारतात काही संस्थानिक राजांनी कौटिल्यास अभिप्रेत असलेले राजपद निर्माण करण्याचे प्रयत्न केलेले दिसतात. छत्रपती शिवाजी महाराजांनी कौटिल्यास अभिप्रेत असलेला राजा व राजपद निर्माण करून १७ व्या शतकात स्वतंत्र राज्य स्थापन केले व यशस्वीरित्या चालविले. तात्कालीन हिंदुस्थानच्या राजकारणात उत्तर भारतात मोगलसत्ता भक्कम होती. दक्षिण हिंदुस्थानमध्ये बहानमी राज्यांच्या पाच शाह्याची सत्ता होती. याचे सर्व राजकारण धर्मावर आधारलेले होते आणि या शाह्यांचा परस्परांमध्ये प्रचंड संघर्ष होता.

छत्रपती शिवरायांनी सुपे, चाकण, बारामती व इंद्रापुर या ठिकाणच्या शहाजी राजांना मिळालेल्या जहागीरीच्या आधारानेच स्वतंत्र राज्याची स्थापना केली व स्वराज्याच्या विस्तार केला. शिवरायांनी या देशातील मुस्लीम शाह्यांचे व परकीय इंग्रज, पोर्तुगीज, डच या सत्तांचे राजकारण अभ्यासून आपली राजनिती ठरविली व आदर्श अशा स्वराज्याची स्थापना केली. एलफिस्टनने शिवरायांच्या संबंधी स्पष्ट केले आहे की, शिवाजी म्हणजे एक प्रबळ सरदाराचा (शहाजीचा) मुलगा होय. त्यांनी आपली राजकीय जीवनाची सुरुवात बंडखोरीने केली पण कालांतराने त्यांचे रूपांतर एका कुशल राजनितीज्ञामध्ये झाले त्याची उंची गाठणारा एकही नेता त्यानंतर आजतागायत या देशात निर्माण झालेला नाही. राजकारणाच्या संदर्भात शत्रुपक्षाच्या ताकदीची व दुबळेपणाची जाणीव ठेऊन आपली राजनीती ठरविणारा हा नेता होता. प्रशासकीय रचना, लष्कर व्यवस्था, किल्ले, कृषी व्यवस्था, न्याय मुलकी व्यवस्था याबरोबरच अष्टप्रधानमंडळ या सर्व संकल्पनांना शिवरायांनी अतिशय महत्व दिले आहे. स्वराज्य स्थापनेनंतर स्वराज्य टिकवणे आवश्यक आहे आणि यासाठी जनतेच्या विश्वासाला पात्र असणारी प्रशासन व्यवस्था उभी करणे महत्वाचे आहे हे ओळखून त्यांनी स्थिर राज्यकारभारासाठी अष्टप्रधान मंडळाची निर्मिती केली. हे करीत असताना कोणत्याही मुस्लीम अथवा दक्षिणी राज्यकारभाराचे अनुकरण केले नाही तर शुकनिति, कौटिल्य, अर्थशास्त्र याज्ञवल्क्य टीका ग्रंथ, मनुस्मृती, रामायण, महाभारत या ग्रंथामध्ये स्पष्ट केलेली व लोकाभिमुख राज्यकारभारासाठी विचारवंतांच्या चिंतनातून मांडलेली राज्यशास्त्राच्या क्षेत्रातील कल्पना प्रत्यक्षात साकार केली. त्यामुळे प्रचंड

संशोधनाच्या अभ्यासाची साधने संदर्भ ग्रंथ :

- १) इतिहास शिक्षक महामंडळ महाराष्ट्र त्रैमासिक एप्रिल जून २०१४ वर्ष ३४ अंक १ ला शिवकालीन कृषीव्यवस्था रयतसेवक प्रा. शिवाजीराव चव्हाण
- २) इतिहास शिक्षक महामंडळ महाराष्ट्र त्रैमासिक जुलै ऑगस्ट २०१४ वर्ष ३४ अंक २ रा
- ३) सभादार वखर- एक महत्वपूर्ण शिवकालीन संदर्भ साधना. प्रा.उर्मिला म. क्षिरसागर म.ग. कन्या कॉलेज सांगली
- ४) इतिहास शिक्षक महामंडळ महाराष्ट्र त्रैमासिक जुलै ऑगस्ट २०१४ वर्ष ३४ अंक २रा
- ५) छत्रपती शिवाजी व शिवकालीन वंचीत व शोषित समाज प्रा. डॉ. सोपान रा. शेटे एस.पी. कॉलेज पुणे
- ६) भारतीय इतिहास व संस्कृती त्रैमासिक वर्ष ५१ एप्रिल जून २०१४ मोगलकालीन जमीनदार वर्ग डॉ. विरेंद्रगोपाल सिंह बैस
- ७) इतिहास शिक्षक महामंडळ महाराष्ट्र त्रैमासिक एप्रिल मे जून २००८ अंक १ ला सरकृत साधनातुन शिवशाहिचा सामाजिक इतिहास: लेखक सदाशिव शिवदे.
- ८) शिवचरित्र प्रस्तावना व आराखडा: त्र.श. शेजवलकर मराठा मंदिर प्रकाशन मुंबई १९६४
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- १०) शिवकालीन महाराष्ट्र: अ.रा. कुलकर्णी शिवाजी विद्यापीठ १९७७ राजहंस प्रकाशन १९९३
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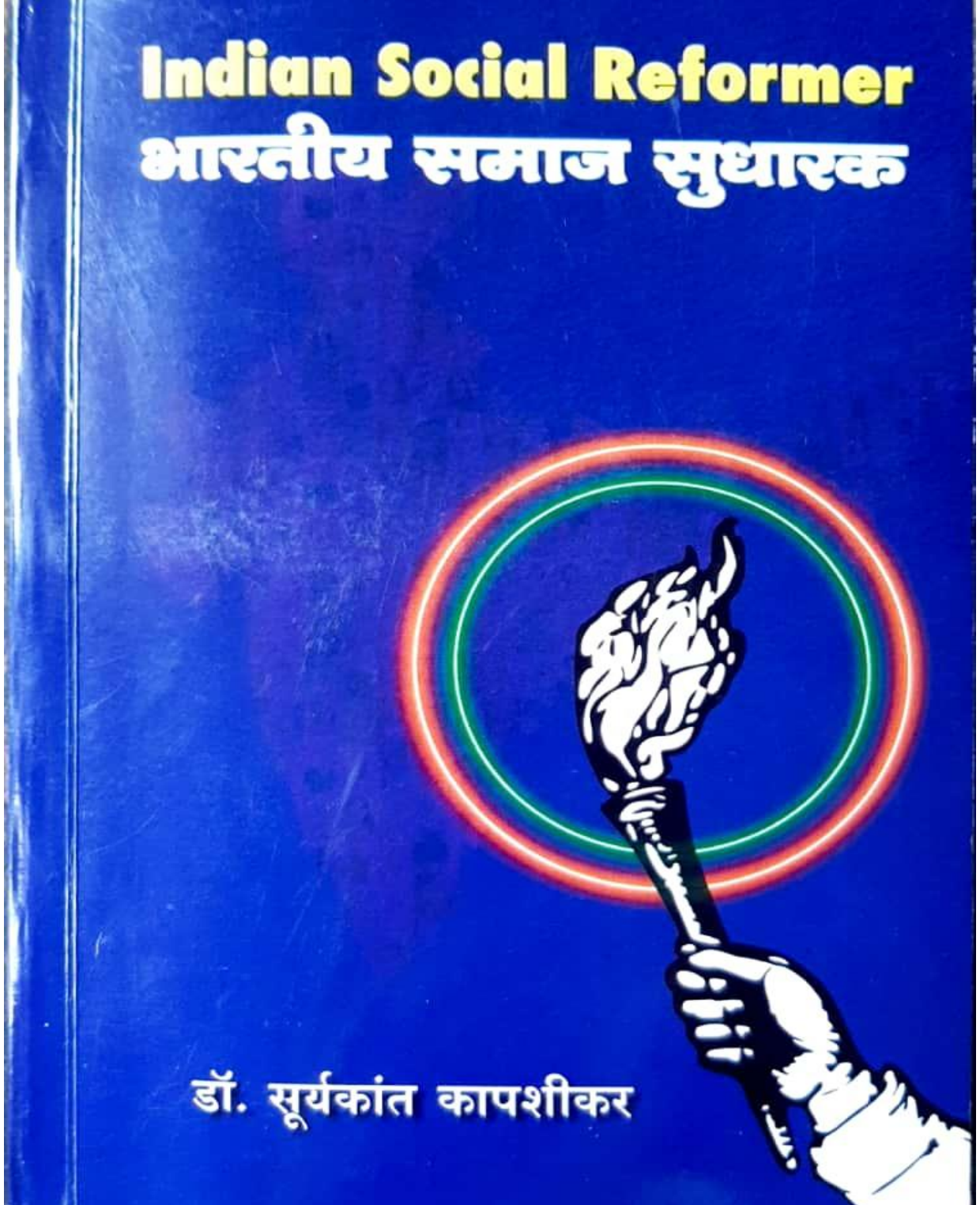
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डॉ. सुर्यकांत कापशीकर

Indian Social Reformer

Dr. Suryakant Kapsikar

● सौजन्य

डॉ. धनराज शेते, प्राचार्य
यशोदा गर्ल्स आर्ट्स अँड कॉमर्स कॉलेज
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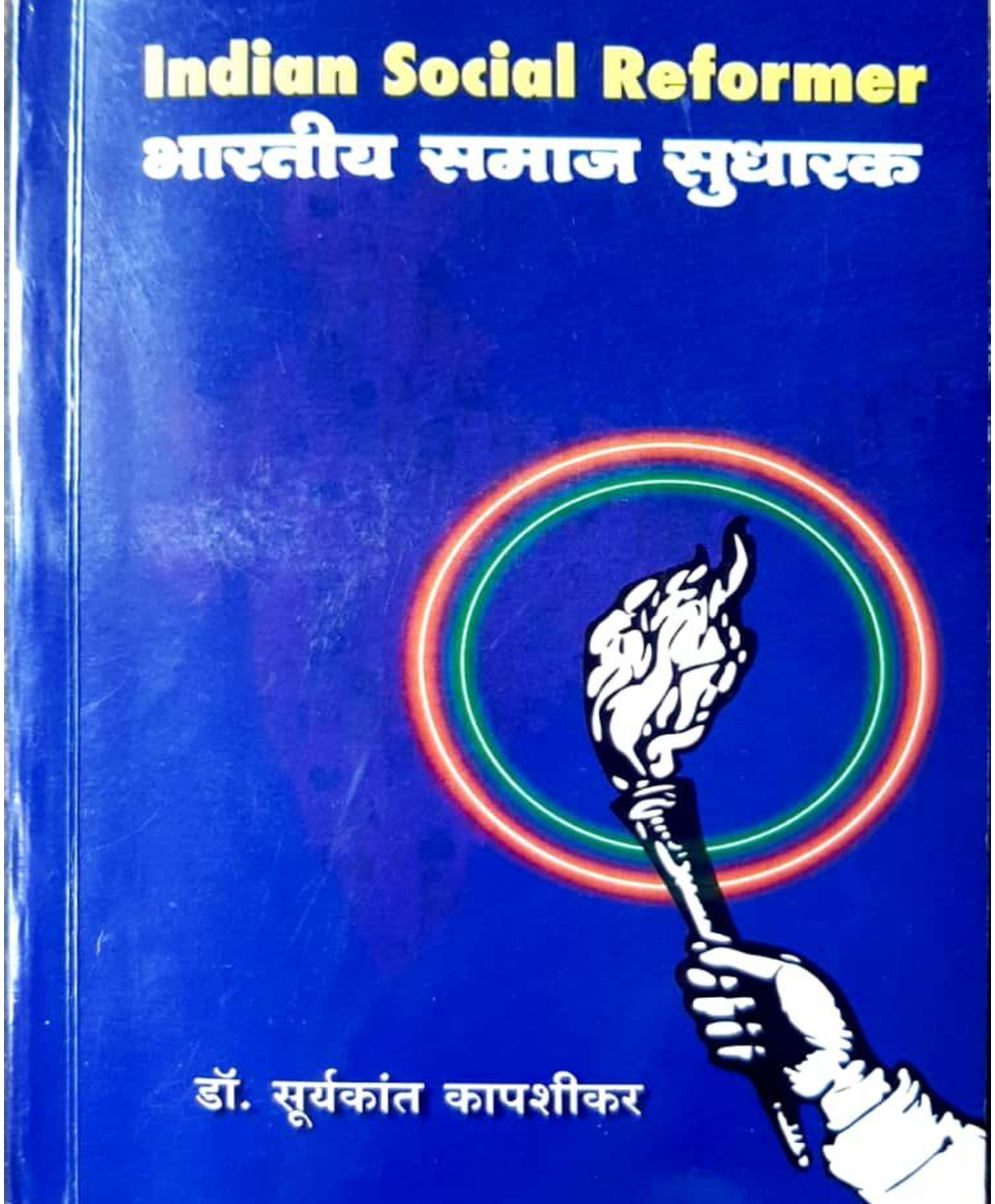
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डॉ सुर्यकांत महादेवराव कापशीकर
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स्नेह नगर, वर्धा रोड, नागपूर

प्रस्तावना

अम्बेडकरी आंदोलन यह भारत के सामाजिक इतिहास का एक महत्त्वपूर्ण आंदोलन माना जाता है। भारत में रहनेवाले समस्त दबे कुचले दलित शोषित पिडीत वंचित बहुजन अस्पृश्य समाज को राष्ट्र की मुख्य धारा में लाने का महान कार्य अम्बेडकरी आंदोलन ने साध्य किया। इस आंदोलन को सफल बनाने के लिये भारत के नानाविध जाती धर्म तथा पंथ के पुरोगामी और सुधारक वृत्ति के महानुभावो ने बाबासाहेब डॉ भीमराव रामजी अम्बेडकर को विशेष सहकार्य किया। जिसके फलस्वरूप अम्बेडकरी आंदोलन एक सर्वसमावेशक आंदोलन के रूप में उभार आया। इस आंदोलन में हिंदू, मुस्लीम सिख, इसाई, पारशी, जैन तथा बौ। धर्म के समाज सुधारको का सक्रीय योगदान दिखाई देता है। किंतु आश्चर्य की बात यह है की, डॉ अम्बेडकर ने अपने अम्बेडकरी आंदोलन के माध्यम से जिस ब्राह्मणवाद पर कठोर प्रहार किये उसी ब्राह्मण जाती के अनेक पुरोगामी तथा सुधारक व्यक्तीयो ने डॉ अम्बेडकर को इस आंदोलन को सफल बनाने के लिये सहकार्य किया। ऐसे ही ब्राह्मण जाती के एक सुधारणावादी व्यक्तिमत्व बापूसाहेब उपाख्य गंगाधर नीलकंठ सहस्त्रबुद्धे इन्होंने मुंबई प्रांत में अम्बेडकरी आंदोलन को सफल बनाने में उल्लेखनीय सहकार्य किया। जो अपने कार्य से अम्बेडकरी आंदोलन में 'अम्बेडकरी ब्राह्मण' इस नाम से प्रसिद्ध हुये। उनके अम्बेडकरी आंदोलन में योगदान पर संशोधकीय तथ्य प्रकाशित करना यह प्रस्तुत शोधनिबंध का उद्देश्य है।

प्रारंभिक जीवन

गंगाधर नीलकंठ सहस्त्रबुद्धे इनके जीवन के प्रारंभिक काल के संदर्भ में पर्याप्त जानकारी प्राप्त नहीं होती। उपलब्ध लिखित स्रोत के माध्यम से यह पता चलता है कि, गंगाधर सहस्त्रबुद्धे इनका जन्म महाराष्ट्र में एक मराठी चित्पावन ब्राह्मण परिवार में हुआ था। उनका परिवार एक कर्मठ सनातन ब्राह्मण परिवार था। ऐसे सनातनी परिवार में जन्मे गंगाधर मात्र बचपन से ही सुधारक वृत्ति के थे। हिंदू धर्म की विषमतावादी कुप्रथाये उन्हें दुखी करती थी। इसलिये वे माध्यमिक शिक्षा प्राप्त करने के उपरांत सामाजिक कार्य करने हेतु सोशल सर्विस

मे सहभाग के कारण उनके परिवार अनेक सामाजिक समस्याओं का सामना करना पड़ा परंतु गंगाधर सहस्त्रबुद्धे इसकी पर्वा न करते हुये अंतिम समय तक अम्बेडकरी आंदोलन में कार्य किया। अम्बेडकरी अनुयायीयों ने उन्हें बापूसाहेब यह उपाधी प्रदान कर उनके कार्य का गौरव किया।

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6. **Name of the Teacher** : Dr Mahendrakumar D Katre (Department of Economics)
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Impact of COVID – 19 and Youth : A Digital Era

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Abstract

According to the World Health Organization (WHO), the current global pandemic is the first known to emerge as the result of a novel coronavirus, identified as SARS-CoV-2, which causes the disease COVID-19.¹This respiratory disease is easily transmissible mainly from person to person, in droplet form, when an infected individual coughs or sneezes. It can also spread through contact with contaminated objects or surfaces. The symptoms associated with COVID-19 have ranged from very mild (including some cases with no reported symptoms) to severe or fatal. The fatality rate is still unclear as the pandemic unfolds, and there exist some variations across geographic regions and age groups.

Pandemics begin with an investigation phase, followed by recognition, initiation, and acceleration phases.²Different countries can be in different phases of a pandemic at any point in time, and different parts of the same country can also be in different phases of a pandemic. Currently, several countries are experiencing what is known as community spread; this is considered part of the acceleration phase. Therefore, one of the most important tools public health officials need is a reliable system that can quickly report accurate data about the outbreak. This way, officials can rapidly identify and implement the most effective interventions.

Though more demographic and epidemiological data is needed, it is known that COVID-19 can infect individuals of all ages. However, the WHO has cautioned that older persons (and anyone with pre-existing medical conditions such as asthma, diabetes, and heart disease) appear to be more vulnerable to severe illness. In addition, health experts are alerting the public to the possibility that this illness can also hit some populations with substance use disorders particularly hard.³This is due to the fact that the virus attacks the lungs; COVID-19 could be an especially serious threat to tobacco smokers or vapers.⁴Although young, healthy individuals typically have a more robust immune system than the elderly, the WHO encourages everyone, including youth, to take extra precautions to avoid infection and transmission: Washing hands regularly, keeping a social distance from others, and staying home when sick.

7. Name of the Teacher : Dr Sudhakar Thool (Department of Library)

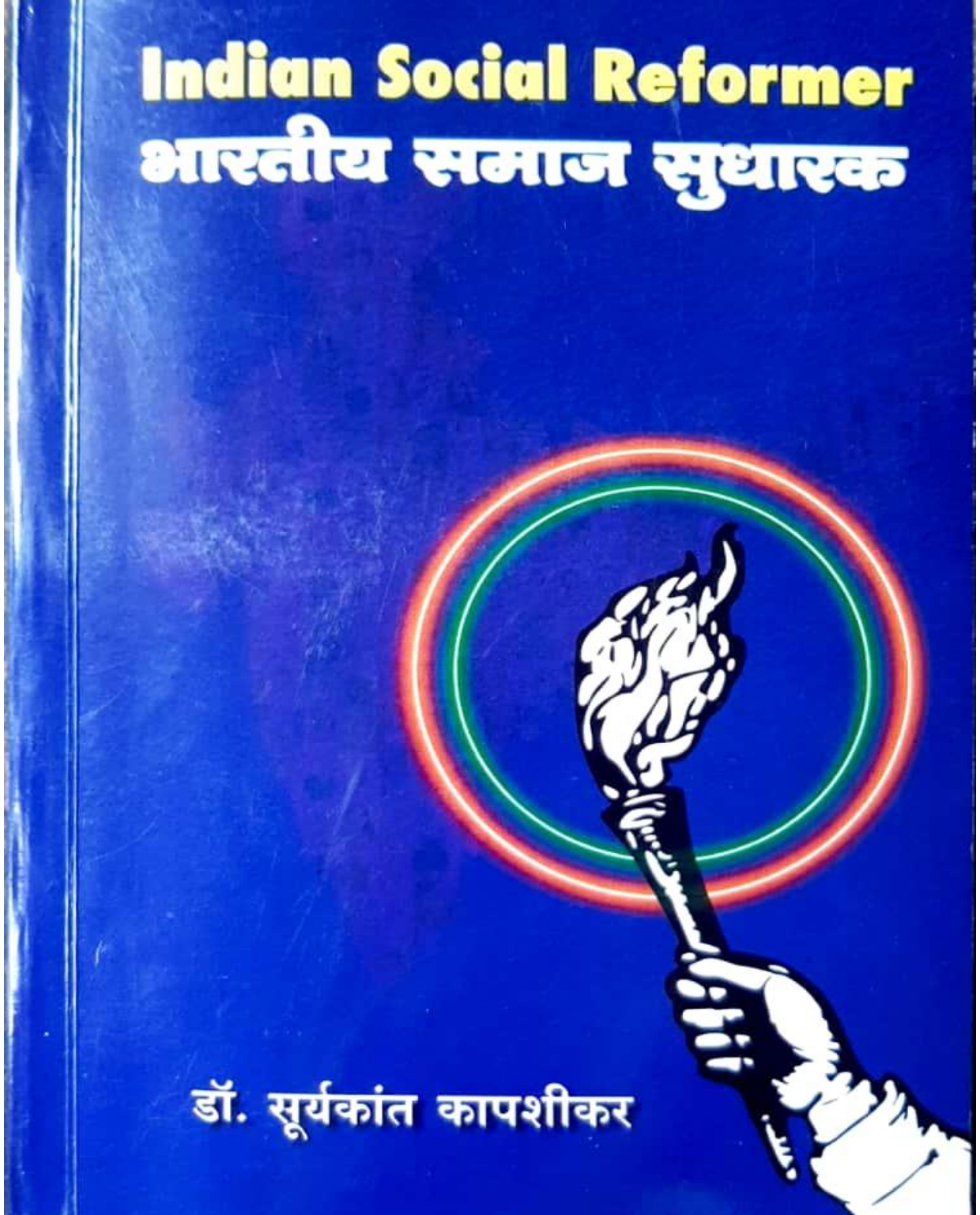
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Contribution of Dr. S. R. Ranganathan: A Father of Indian LIS Profession

Dr. Sudhakar S. Thool

Head of Library

Yashoda Girls' Arts & Commerce College Nagpur

Introduction

Dr. S. R. Ranganathan said that God has chosen me as an Instrument, the honor done to me should act as an incentive to the younger generation to devote their lives wholeheartedly to library science and service. Dr. Shiyali Ramamrit Ranganathan (born August 9, 1892, Shiyali, Madras, India - died September 27, 1972, Bangalore, Mysore) was a librarian and mathematician from India. His most notable contributions to the field were his five laws of library science and the development of the first major faceted classification system, the colon classification. He is said to be the Indian father of library science, documentation, and information science and is widely known throughout the rest of the world for his fundamental thinking in the field. The National Librarian's Day in India is celebrated every year in his birth anniversary. He was a university librarian and professor of library science at Banaras Hindu University (1945 to 1947) and professor of library science at the University of Delhi (1947 to 1955). At first, Ranganathan found the solitude of the position was intolerable. In a matter of weeks, complaining of total boredom, he went back to the university administration to beg for his teaching position back. The last appointment made him director of the first Indian school of librarianship to offer higher degrees. He had presidentship of the Indian Library Association during the period of 1944 to 1953. In 1957 he was elected an honorary member of the International Federation for Information and Documentation (FID) and was made a vice-president for life of the Library Association of Great Britain.

Family Life

His father and mother name is N. Ramamrita Ayyar, landlord (1866 - 1898) and Seethalakshmi Ammal (1872-1953). He was the first child of his parents and the first grandchild of the grandparents both paternal and maternal. He married in 1907 with Rukmini (1896 - 1928) as well as second married in 1929 to Sarada (1908 - 1985). In 1932, blessed with a son born on April 12, R. Yogeshwar (Engineer by Profession).

His Education and His Role in Librarianship

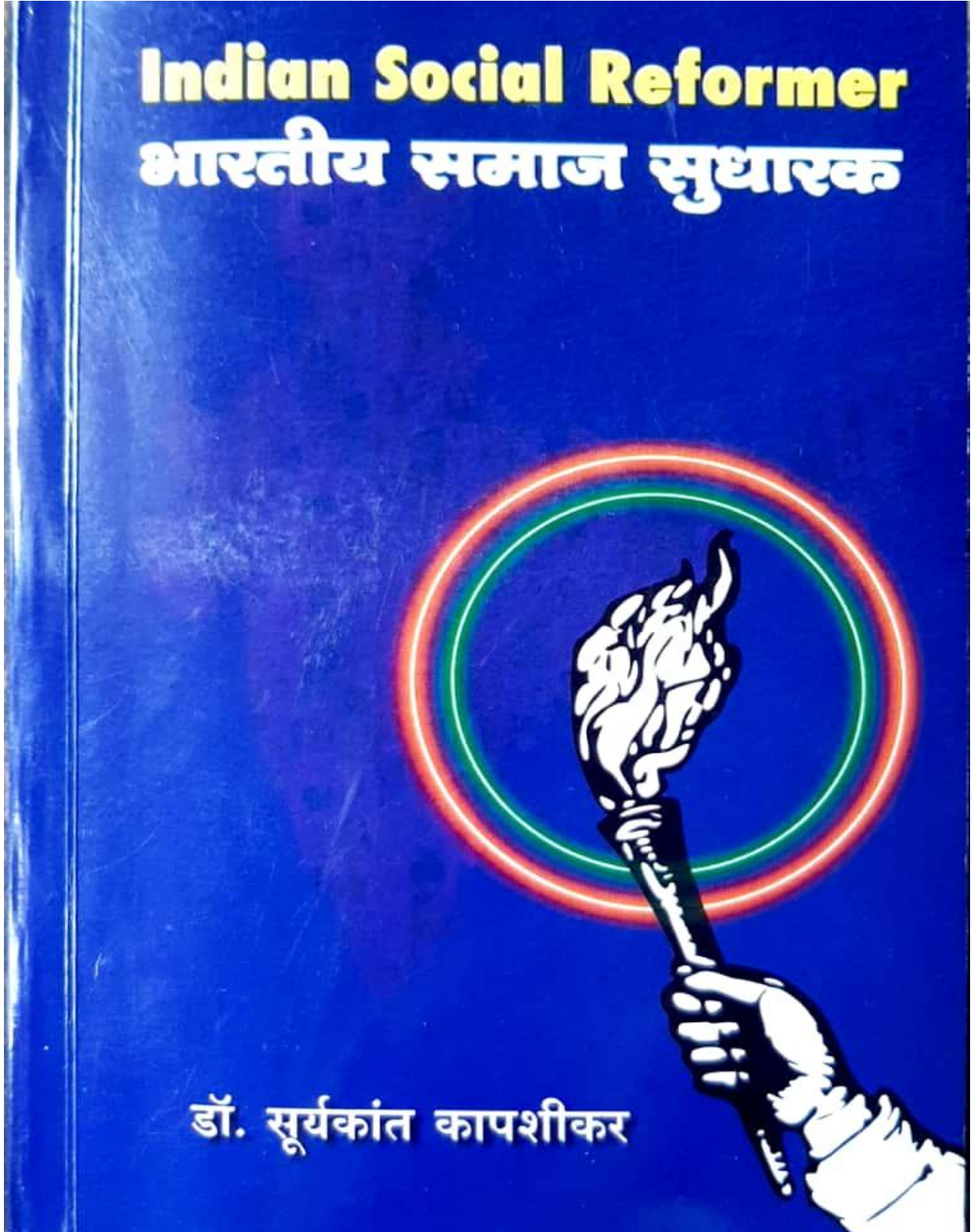
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Contribution of Prof. P. N. Kaula : A Boon for LIS Profession

Dr. Sudhakar S. Thool
Head of Library
Yashoda Girls' Arts & Commerce
College Nagpur

Dr. B. K. Thawkar
Head of Library
Ambedkar Institute of Social Work
Nagpur

His Life and Career traveling

His born on March 13, 1924 in Habbakadal, small vicinity in Srinagar-Jammu-Kashmir, India. He received his early education at DAV School, Srinagar and graduation degree is done in S. P. College Srinagar. Prof. Kaula with a letter of introduction went to Prof. Neelkanth Shastri's place for advice who was a well known authority on the Tamil history. Prof. Kaula met to Dr. S. R. Ranganathan's residence to take lessons from him and developed close relation with him and became his most favourite student. At same time, Dr. S. Radhakrishnan who was the Vice Chancellor of the Benaras Hindu University then came to Madras and requested Dr S. R. Ranganathan to join the Benaras Hindu University to reorganize the department of library science and joined the BHU. Prof. Kaula accompanied with Dr. S. R. Ranganathan and left his course at the Madras University half way through and after staying in that city for about 45 days and did his post graduate diploma course in library science from the Benaras Hindu University under the guidance of Dr S. R. Ranganathan in 1946.

He also joined the D.A.V. College there as a trained librarian in 1946. Then Prof. Kaula received the appointment letter from the Birla Institute of Technology and Science, Pilani and joined in this institute. Then, He joined the Delhi University on a lesser scale as junior library assistant in 1947. Prof. Kaula then did his Master's degree in Library Science in 1949 from the Delhi University and became the first person in the whole world to have this unique honour with the blessings of his revered teacher Dr. S. R. Ranganathan. In 1950, Prof. P. N. Kaula went on deputation as librarian to Delhi College with a higher start in the lecturer's grade to properly organize its library. He later joined the post of Reader in the department of Library Science of the Delhi University and became once again the first person to be appointed on this post. Then he became the Librarian cum Professor in the department of Library Science of the B.H.U. without any formal application or interview in 1960. Prof. Kaula in 1971 became the Librarian and Head of the department of Library and Information Science of the BHU till 1979. He then became the Dean of

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