YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	AMOLAKCHAND MAHAVIDYALAYA, YAVATMAL
• Name of the Head of the institution	Dr. Rammanohar A. Mishra
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	07232244687
• Mobile no	9890047278
• Registered e-mail	mishrarammanohar@gmail.com
• Alternate e-mail	amytl401@sgbau.ac.in
• Address	Godhani Road
• City/Town	Yavatmal
• State/UT	Maharashtra
• Pin Code	445001
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Rural

• Financial Status	UGC 2f and 12(B)
• Name of the Affiliating University	Sant Gadge Baba Amravati University, Amravati
• Name of the IQAC Coordinator	Dr. A. B. Lad
• Phone No.	8793662341
• Alternate phone No.	9822460072
• Mobile	9028618156
• IQAC e-mail address	iqacamvytl@gmail.com
• Alternate Email address	drajay_lad@rediffmail.com
3.Website address (Web link of the AQAR (Previous Academic Year)	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/81448-aqar_2019_20.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/94925-academic_calendar_2020_2021.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C++	2.67	2004	08/01/2004	07/01/2009
Cycle 2	B	2.29	2016	05/11/2016	04/11/2021

6.Date of Establishment of IQAC	22/08/2009

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
NIL	NIL	NIL	NIL	00

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)

IQAC facilitated the rapid transition to online education by providing training to faculty and students on using digital tools and platforms for remote learning. The IQAC ensured that the teaching-learning process continued smoothly.

IQAC monitored the quality of online teaching and assessment methods, ensuring that they met academic standards, and helped faculty adapt their teaching strategies to the online environment.

IQAC helped to design fair and reliable online examination systems to maintain academic integrity, and also addressed issues related to accessibility and fairness in assessments.

IQAC supported faculty and students in conducting research and publishing papers related to the pandemic's impact.

IQAC maintained records of all activities and submitted reports to accreditation agencies and government bodies, demonstrating their commitment to quality assurance during the pandemic.

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
To promote the research culture in the institute.	Faculty members and researchers published 56 research papers in various journals of national and international repute attended conferences and published 23 books and chapters in books.
To enhance/ increase laboratory equipment's and Computers.	The institution purchased laboratory equipment's of 10.1 Lack and 7 computer system worth of Rs. 2,75,600 during the academic session 2020-21.
To organize workshops/ training programs/ lectures/Quiz.	• Workshop on "Assessment and Accreditation" was organized in association with RUSA. • Workshop on Applications of UV-VISIBLE and IR Spectroscopy was organized. • Webinar on the latest developments in Green Chemistry was held. • Webinar on consumerism and financial literacy amid COVID-19 lockdown was conducted • Financial awareness and consumer training were provided • International Women's Day Webinar on Sexual harassment of women at the workplace was organized in collaboration with Amolakchand Law college • International Women's Day Webinar on Women Empowerment was conducted • Online workshop on "SAP implementation swachhata action plan" was organized.

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	07/08/2022

15.Multidisciplinary / interdisciplinary

Our institution, which encompasses faculties of Humanities, Commerce, and Science & Technology, with a diverse range of courses, faced significant challenges during the entire academic session 2020-21 due to the COVID-19 lockdown. The institute traditionally offered a wide array of science courses (Physical, Chemical, Life, Mathematical, and Computer Sciences), Humanities subjects (Literature, Political Science, History, Philosophy, Economics, and Music), and various disciplines within Commerce & Management for both undergraduate and postgraduate degree programs.

Additionally, the institute provided ample research opportunities across all three faculties, offering PhD programs in eight subjects. Our faculty and research students were encouraged to engage in interdisciplinary and multidisciplinary research projects.

Building upon our current programs, courses, and well-established infrastructure, our institute considered the possibility of introducing both Multidisciplinary and Interdisciplinary Courses. Currently, we offer three undergraduate programs with a choice of 16 subjects, ten postgraduate programs, and eight research programs. Furthermore, our Parent Institution operates a Multidisciplinary Law College.

This unique blend of core subjects and interdisciplinary approaches aims to provide students with diverse career prospects. Despite the challenges posed by the COVID-19 lockdown, our college maintained a total enrolment of more than 3500 students.

16.Academic bank of credits (ABC):

Our institution is affiliated with Sant Gadge Baba Amravati University, Amravati, and hence we are obligated to adhere to the courses, syllabi, and other regulations mandated by the university. During the entire academic session 2020-21, when the government imposed a complete Covid-19 lockdown, institution faced unique

challenges.

To adapt to this situation, we encouraged students to explore online courses offered by reputable Higher Education Institutions (HEIs) where they could earn credits. Additionally, in alignment with the implementation of the National Education Policy, our affiliating university initiated the introduction of a Choice Based Credit-System. This system was first implemented at the post-Graduate level and gradually will be extended to the Undergraduate level.

The Academic Bank of Credits (ABC) was envisioned to serve as a digital platform enabling students to manage credit recognition, accumulation, transfers, and redemption. It's important to note that, at the time, our university was in the preparatory phase of implementing this initiative. We anticipated registering for the ABC in the near future to further enhance the academic experience for our students during these challenging times.

17.Skill development:

During the entire academic session 2020-21, amidst the Covid-19 lockdown, the affiliating university embarked on implementing a learning outcome-based curriculum framework for the UG program. This initiative aligned with the goals of the National Education Policy (NEP), aimed at enhancing the quality of education. The framework emphasized the translation of academic research into practical innovations for socio-economic development.

To diversify learning modes, the university encouraged and promoted alternative approaches like open and distance learning, along with the introduction of Massive Open Online Courses (MOOCs) to empower students in developing their skills.

Furthermore, the university enhanced students' bench skills by introducing various practical components, including project work, summer training programs, internships, and industrial training. Additionally, the university introduced career-oriented programs and skill courses such as Clinical Laboratory Technology, Stock Marketing, Tally, Insurance, Digital Affiliate Marketing, Analytical Chemistry, Fashion Designing, and more at the UG level. These courses featured flexible entry and exit mechanisms, accommodating students' diverse interests.

With a wide array of programs and courses, students enjoyed significant flexibility in crafting their individual curricula,

including the selection of specific subjects. Throughout this period, the institute also organized various educational events:

• On July 16, 2020, a workshop on IR-UV was conducted.

• On July 24, 2020, a webinar focusing on Green Chemistry took place.

• On July 26, 2020, a webinar delving into Consumerism and Financial Literacy was held.

• On January 21, 2021, a National Webinar on Innovation in Education and Research was hosted, showcasing the institution's commitment to educational advancement and research excellence.

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

The COVID-19 lockdown during the entire academic session of 2020-21 prompted a significant shift in the way education was delivered in India. One of the key aspects that emerged during this period was the exploration of an appropriate integration of the Indian knowledge system into the education system. This integration encompassed teaching in Indian languages, incorporating Indian culture, and leveraging online courses.

The lockdown period highlighted the need to make education more accessible and inclusive. Many students did not have English as their first language, and the abrupt shift to online learning made it evident that teaching solely in English posed challenges, particularly in science subjects. To address this, the teachers delivered educational content in regional languages. This move ensured that students understood concepts more effectively in their native language, fostering a deeper understanding of subjects.

The lockdown period allowed for a revaluation of the curriculum to better incorporate Indian culture, history, and values into the education system. This move aimed to provide students with a more holistic education that not only imparted knowledge but also nurtured an appreciation for their cultural roots.

The lockdown forced institutions to swiftly adapt to online learning platforms. While this was initially a necessity due to the pandemic, it also opened doors to greater flexibility in the curriculum.

Integrating the Indian knowledge system into education wasn't just

about content but also pedagogy. The lockdown period allowed for the exploration of more experiential and hands-on learning methods, which were in alignment with traditional Indian teaching practices. This approach aimed to move beyond rote learning and encourage critical thinking and problem-solving skills.

Emphasizing the Indian knowledge system also brought attention to issues of accessibility and equity in education. Efforts were made to bridge the digital divide, ensuring that students from all socio-economic backgrounds could access quality education. Teachers were encouraged to prepare subject material and to translate vocational courses and value-added online courses into the regional language. Teachers were suggested to write scientific articles in the local newspapers and deliver popular science lectures in the regional languages. Some parts of the syllabi of subjects like Botany and Literature were based on traditional and ancient aspects to promote regional knowledge and culture.

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

During the academic session 2020-21, due to the Covid-19 lockdown, various educational initiatives and policies faced unique challenges:

- In light of the Covid-19 lockdown, NEP-2020's emphasis on hands-on learning encountered limitations, as students were unable to participate in practical activities or real-world applications of their knowledge.
- The pandemic disrupted the ability of students to engage in research-based internships with local industries and businesses, hindering their opportunities to gain practical experience and industry exposure.
- Covid-19 restrictions made it challenging for students to actively engage with local communities, impacting their ability to develop a sense of social responsibility and a broader perspective on their studies.
- Many events like Tech-Fests, Science Fairs, and Innovation Competitions had to be cancelled or shifted to virtual formats, affecting students' opportunities to explore the practical aspects of their learning and express their creativity.
- The pandemic's impact on research and intellectual property creation varied, with some projects delayed or adapted to remote work, potentially affecting their commercialization prospects.
- Research internships with faculty and researchers faced

disruptions due to lockdowns, impacting students' exposure to cutting-edge research and innovation.

- ○ The institutions had to adapt their assessment methods to the remote learning environment, facing challenges in measuring program outcomes, program-specific outcomes, and course outcomes effectively.

20.Distance education/online education:

The Covid-19 lockdown during the academic session 2020-21 had a profound impact on the field of education, particularly in the context of online education. This period forced educational institutions worldwide to rapidly adapt to new modes of teaching and learning, and it brought about several key consequences and challenges:

With physical classrooms no longer an option, the institution was compelled to shift to online platforms for delivering lectures and conducting assessments. This sudden transition required significant adjustments from both teachers and students. Many teachers had quickly learned to use online tools and adapted their teaching methods.

One of the most critical issues that emerged was the digital divide. Not all students had equal access to the necessary technology and a stable internet connection. This divide became a major barrier to effective online education, as some students struggled to participate fully in their classes.

Online education raised concerns about the quality of instruction. Traditional classroom interactions, hands-on activities, and practical experiments were often difficult to replicate in a virtual setting. Some students found it challenging to engage with the material without face-to-face interactions.

Extended periods of isolation and screen time took a toll on students' mental health and well-being. Lack of social interaction, increased screen time, and the stress of adapting to a new learning environment contributed to feelings of anxiety and depression among students.

The lockdown exacerbated existing educational inequities. Students from disadvantaged backgrounds faced more significant challenges in accessing resources and support for online learning, potentially deepening educational inequalities.

On the positive side, the pandemic forced teachers to explore innovative teaching methods and educational technologies. Many teachers developed creative ways to engage students and enhance the online learning experience.

The experience of the 2020-21 academic session highlighted the need for educational institutions and governments to be better prepared for future crises. This includes investments in digital infrastructure, teacher training for online pedagogy, and strategies to address the digital divide.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**379**

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	**3511**

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	**2780**

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	**1179**

File Description	Documents
Data Template	View File

3.Academic

3.1	**62**
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	**86**
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	**24**
Total number of Classrooms and Seminar halls	

4.2	**39.65518**
Total expenditure excluding salary during the year (INR in lakhs)	

4.3	**66**
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution offered a diverse range of undergraduate (UG) and postgraduate (PG) programs, affiliated with SGB Amravati University. The institution prioritized effective curriculum delivery, following the university's prescribed curriculum, and engaging faculty members in curriculum design.

During the challenging 2020-21 academic session due to Covid-19, the institution swiftly transitioned to online learning and utilized various platforms like Teachmint, Zoom, Google Meet, Google Classroom, and Google Forms, along with virtual labs and YouTube videos. Faculty members created engaging content, including PowerPoint presentations, practical experiment videos, and conducted seminars and group discussions.

The institution encouraged faculty members to participate in training sessions essential for acquiring online teaching skills. Faculty members provided students with e-books and digital study materials.

Engagement and interaction were maintained through discussion forums, virtual classrooms, and online quizzes, recreating the classroom experience virtually. New assessment methods like take-home assignments and virtual presentations ensured fair evaluation.

The institution maintained clear communication with students and parents through social media, messages, and virtual meetings. They offered counselling services to support emotional well-being. Continuous feedback from students helped enhance the online learning experience.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	Nil

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

During the 2020-21 academic session, the institution faced significant challenges due to the Covid-19 lockdown. The pandemic had forced a shift to online learning, disrupting traditional academic calendars. Despite these obstacles, the institution successfully adapted. To maintain the academic calendar, the institution swiftly transitioned to virtual classes, ensuring students had the necessary technology and connectivity.

The institution also adjusted Continuous Internal Evaluation (CIE) to online formats, including quizzes, assignments, and secure online examination proctoring. Faculty members played a crucial role by innovatively engaging students and preventing academic dishonesty

through plagiarism detection tools. Faculty members also honed skills in online assessment design, virtual classroom management, and technology utilization for monitoring. Practical components in courses posed a challenge, but the institution explored virtual labs and remote monitoring for assessments.

Additionally, the institution provided counselling services and virtual events to combat student isolation. Security and ethics were prioritized in handling personal information and assessment data. The institution closely followed government and university guidelines related to Covid-19.

In response to reduced face-to-face interactions, continuous feedback mechanisms were emphasized. This included regular online meetings, feedback sessions, and open communication channels to address student concerns.

Throughout the lockdown, the institution's commitment to academic calendars and student well-being remained unwavering.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in B. Any 3 of the above **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**

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View File](#)
Any additional information	No File Uploaded

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

3

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)

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

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

00

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

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human

Values, Environment and Sustainability into the Curriculum

During the Covid-19 lockdown in the 2020-21 academic session, the institute faced unprecedented challenges in delivering education. The institution was affiliated with Sant Gadage Baba Amravati University Amravati. The curriculum was designed by the Board of Studies of concerned courses and programs. In response, the teachers of the institution integrated crosscutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability into their online teaching.

Students were encouraged to analyse the ethical aspects of pandemic-related decisions, such as vaccine distribution and lockdown measures. The institution also addressed gender disparities exacerbated by the pandemic, urging students and staff to explore gender-sensitive issues like the impact on gender roles, domestic violence, and gender equity in healthcare. The lockdown prompted a revaluation of human values, solidarity, and compassion. Students learned how empathy could drive effective healthcare and social cohesion.

Environmental aspects were not ignored either. Students studied the environmental impact of the pandemic and the importance of sustainable healthcare practices. An interdisciplinary approach was adopted, with faculties collaborating across departments. This holistic approach helped students connect ethics, gender, human values, environment, and sustainability. Virtual platforms were leveraged for teaching, using resources, webinars, and forums for in-depth exploration.

In adapting to the Covid-19 lockdown, the institution not only overcame challenges but also prepared students to be socially aware, responsible, and adaptable citizens in an ever-changing world by integrating these crucial crosscutting themes into their virtual education.

File Description	Documents
Any additional information	No File Uploaded
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

00

File Description	Documents
Any additional information	**No File Uploaded**
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	**No File Uploaded**

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

51

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

E. None 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	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows   E. Feedback not collected

File Description	Documents
Upload any additional information	No File Uploaded
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

3511

File Description	Documents
Any additional information	No File Uploaded
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

2938

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

During the Covid-19 lockdown throughout the entire academic session of 2020-21, the institution faced unprecedented challenges in maintaining the quality of education and ensuring that all students received appropriate support. The institution assessed students' learning levels and tailored programs for advanced and slow learners. A multifaceted approach involved comprehensive subject-based assessments encompassing tests, quizzes, assignments, seminars, group discussions, and projects.

Teachers analysed the data to categorize students as advanced, average, or slow learners. Advanced learners were provided with enrichment opportunities such as advanced courses, mentorship, and academic competitions. Virtual assistance was arranged for slow learners, including personalized tutoring, remedial classes, and study plans. Additional resources were supplied to help slow learners catch up, and teachers closely monitored their progress.

The institution also fostered parental involvement, particularly for slow learners, through regular communication. This ensured a supportive home learning environment and kept parents informed about their child's progress.

In conclusion, during the Covid-19 lockdown in the 2020-21 academic session, the institution addressed diverse student needs. By assessing and implementing special programs for advanced and slow learners, the institution aimed to enable every student to succeed despite pandemic disruptions. These efforts not only supported academic growth but showcased the adaptability and resilience of the institution during unprecedented times.

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
3511	**62**

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

During the 2020-21 academic session, the institute faced unique challenges due to the COVID-19 lockdown. To tackle these challenges, the institution embraced student-centric approaches, including experiential learning, participative learning, and problem-solving methods, to enhance the quality of education.

With physical classrooms being inaccessible, teachers turned to virtual platforms to offer experiential learning opportunities. Students engaged in hands-on activities and virtual experiments, gaining practical insights into their subjects. Online simulations replaced laboratory experiments, ensuring continued interaction with the material.

The shift from traditional lectures to interactive methods was crucial. Video conferencing and discussion forums facilitated class discussions, debates, and group projects, fostering a sense of community among students despite physical separation.

Problem-solving methodologies became prominent, encouraging critical thinking and adaptability. Assignments tackled real-world pandemic-related challenges, promoting innovative solutions and making learning more meaningful. Digital literacy skills became essential as students navigated various online tools, collaborated remotely, and managed their time independently, skills valuable in today's tech-driven world.

Online education's flexibility allowed tailored experiences, with adaptive learning platforms identifying areas needing extra support for personalized interventions.

The COVID-19 lockdown pushed the institution to innovate, adopting student-centric methods that enriched learning experiences and equipped students with essential skills.

These adaptations showcased the resilience and adaptability of both teachers and students in the face of unprecedented 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

During the 2020-21 academic session, teachers faced unprecedented challenges due to the COVID-19 lockdown. To ensure educational continuity, they turned to Information and Communication Technology (ICT)-enabled tools. This shift included utilizing video conferencing software like Zoom, Teachmint, Google Classroom, and Google Meet. These tools enabled interactive virtual classes resembling traditional in-person teaching, with presentations, discussions, and student engagement.

Additionally, teachers leveraged ICT to create and share digital learning materials like e-books, video lectures, and quizzes, ensuring access to educational content when physical materials weren't feasible.

The teachers maintained constant interaction with students through emails, messaging apps, and online forums, addressing queries, providing feedback, and fostering a sense of community.

Teachers also prioritized their professional development through webinars, online courses, and workshops, enhancing their digital teaching skills and staying updated on online education best practices.

However, challenges arose due to the digital divide, with not all students having equal technology access. Teachers adapted by

distributing printed materials and finding alternative ways to reach students.

In conclusion, the COVID-19 lockdown accelerated the adoption of ICT-enabled tools by teachers to ensure educational continuity. These tools played a crucial role in effective teaching and learning despite pandemic constraints. This experience underscored the importance of digital literacy and equitable technology access in education.

File Description	Documents
Upload any additional information	No File Uploaded
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

62

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

62

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	*View File*
Any additional information	**No File Uploaded**
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

14

File Description	Documents
Any additional information	**No File Uploaded**
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

800

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.

During the COVID-19 pandemic, governments imposed disruptive lockdowns and restrictions that upended traditional education. To

ensure learning continuity, our institution swiftly adapted. A pivotal change was the introduction of transparent and frequent internal assessment mechanisms.

In the era of remote learning, transparency in assessment was paramount. Our institution/teachers diligently communicated assessment criteria, grading heads, and assessment weights to students. This clarity helped students grasp how their performance was being evaluated, reducing uncertainty and anxiety. Recognizing pandemic-induced uncertainties and challenges to traditional examinations. Instead of relying solely on semester-end examinations, we implemented a more regular assessment system. This comprised frequent short assessments and assignments spread across the academic term, allowing for comprehensive tracking of student progress.

To accommodate diverse learning styles, the institute diversified assessment methods. These encompassed online quizzes, assignments, presentations, and open-book exams, as in-person exams were impractical. This ensured all students had equitable opportunities to showcase their knowledge and skills. Our robust internal evaluation system fostered two-way feedback between teachers and students. Timely teacher feedback became a vital gauge of student progress, enabling necessary adjustments to their learning strategies.

The institution also addressed online examination proctoring, fraud prevention, and fairness concerns in remote assessments. Our measures included authenticating students' identities during online exams and swiftly resolving any technical glitches during the assessment process.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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

The institute encountered unprecedented challenges in conducting internal examinations and managing associated grievances throughout the academic year of 2020-21, marked by the COVID-19 pandemic and subsequent lockdowns. Nevertheless, it established a robust and efficient mechanism to address these challenges.

The institution swiftly adapted to remote learning and online assessments, ensuring transparency and clarity in the internal assessment process. Faculty members diligently communicated assessment components, schedules, formats, and grading criteria to students. This information was readily available through class-specific WhatsApp groups, maintaining communication despite disruptions caused by the lockdown.

To address examination-related grievances, an internal examination committee was formed, equipped with the necessary resources for prompt resolution. The entire process adhered to university regulations, with clearly defined submission deadlines for students and a well-structured timeline for solutions.

With physical presence on campus suspended, digital platforms became the primary channels for communication and grievance redressal. The institution and teachers utilized email, online forms, and dedicated grievance WhatsApp groups for efficient communication.

Transparency remained a priority throughout the process. Regular updates on the status of grievances were provided to students, keeping them informed about the progress and outcomes of their complaints. Student feedback on the resolution process contributed to continuous improvement, ensuring the effectiveness of the mechanism.

Overall, oversight of the internal examination and grievance procedure was carried out by the Principal and Head of Department (HOD), further enhancing accountability within the process.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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.

During the academic session of 2020-21, the institute ensured that teachers and students were well-informed about the stated outcomes of the programs. These outcomes were aligned with the institute's Vision and Mission, considering factors such as academic excellence, research potential, extension activities, human values, and job

market trends. Input from alumni and stakeholders was also taken into account.

The Department, in collaboration with course teachers, formulated Course Outcomes (COs), while Program-specific Outcomes (PSOs) were created by the Heads of the Departments of the respective programs. Students were introduced to these expected learning outcomes and assessment strategies during orientation programs and initial theory and practical lectures.

All this information, including the Curriculum and Learning Outcomes, was uploaded to the institution's website and communicated to students through tutorial meetings and handouts. Additionally, outcomes were prominently displayed on notice boards and incorporated into laboratory manuals for science courses.

The significance of these outcomes became evident during the COVID-19 lockdown. With the shift to online learning, teachers and students needed a clear understanding of the educational goals. Teachers adapted their methods and materials to align with these outcomes, modified assessments for online platforms, and transparently communicated changes.

The lockdown period prompted reflection and adjustment, ensuring that educational programs remained effective. Communication about changes to the curriculum fostered trust and shared purpose. Teachers also innovated to achieve outcomes in a remote environment, leveraging technology and virtual experiences.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/27824-pos_psos_cos_2020_2021.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.

NIL

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	<u>NIL</u>

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

1144

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<u>View File</u>
Upload any additional information	**No File Uploaded**
Paste link for the annual report	**Nil**

2.7 - Student Satisfaction Survey

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

<u>NIL</u>

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)

00

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	**No File Uploaded**

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

14

File Description	Documents
Any additional information	**No File Uploaded**
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

00

File Description	Documents
List of research projects and funding details (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**
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 institution demonstrated its commitment to fostering innovation by establishing a comprehensive ecosystem that nurtured creativity

and facilitated knowledge exchange. This initiative aimed to provide fertile ground for groundbreaking ideas to flourish at its core.

Strategically designed programs and platforms not only encouraged the generation of innovative concepts but also facilitated seamless knowledge transfer across various domains. Numerous initiatives within the institution underscored its dedication to innovation. Collaborative spaces, such as research centres, were established to serve as hubs for interdisciplinary collaboration, bringing together researchers, scholars, and students from diverse backgrounds to foster an environment where different perspectives converged to spark innovative solutions.

Furthermore, the institution implemented structured knowledge transfer programs bridging the gap between theoretical understanding and practical application by facilitating the seamless dissemination of knowledge from academic research to real-world implementation. This not only enhanced the institution's impact on society but also ensured that the fruits of intellectual endeavours contributed tangibly to addressing contemporary challenges.

In conclusion, the institution's deliberate efforts to create an innovation-centric ecosystem and its proactive initiatives for knowledge creation and transfer positioned it as a dynamic hub for intellectual growth and societal advancement. This multifaceted approach demonstrated a commitment to nurturing a culture where innovation thrived, and knowledge became a driving force for positive change.

File Description	Documents
Upload any additional information	No File Uploaded
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

1

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
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

12

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	No File Uploaded

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

56

File Description	Documents
Any additional information	No File Uploaded
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

19

File Description	Documents
Any additional information	**No File Uploaded**
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

During the Covid-19 lockdown, the institution encountered challenges in ensuring the holistic development of students. To tackle this issue, the institution-initiated extension activities within the neighbourhood community. These activities aimed to complement academic learning and raise awareness among students regarding social issues.

Given the disruption of traditional classrooms, extension activities became essential. The institute undertook various initiatives, ranging from community service to environmental projects and awareness campaigns. These activities offered students practical experience in addressing real-world issues, nurturing empathy and practical skills.

Moreover, these activities prompted a shift from an academic-centric education to a more holistic approach. Students honed skills such as leadership, teamwork, and problem-solving, creatively adapting to the challenges posed by the pandemic.

The impact of these extension activities was threefold. Firstly, students developed social awareness and responsibility, which could influence their future civic engagement. Secondly, it helped maintain a sense of connection among students and teachers during lockdowns. Lastly, it underscored the adaptability and resilience of the education system.

Thus, the institution responded to the disruptions caused by Covid-19 by introducing extension activities. These activities not only enhanced students' learning but also fostered social consciousness and adaptable skills, leaving a lasting impact on their development and civic engagement.

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

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

00

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year (Data Template)	No File Uploaded
e-copy of the award letters	No File Uploaded

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

6

File Description	Documents
Reports of the event organized	[View File](#)
Any additional information	No File Uploaded
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

`213`

File Description	Documents
Report of the event	[View File](#)
Any additional information	**No File Uploaded**
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

`00`

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	**No File Uploaded**

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

`2`

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	[View File](#)
Any additional information	**No File Uploaded**
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 institution, established in 1956 on a vast 39-acre campus surrounded by greenery, boasted ample infrastructure for effective teaching and learning. It offered numerous undergraduate and postgraduate programs in Arts, Commerce, and Science across 15 departments.

The facilities included well-ventilated classrooms, laboratories, an examination control room, seminar hall, staff room, and amenities like a girl's common room with sanitary napkin dispensers and hygienic toilets.

Further enhancements included an NCC and NSS unit, an ICT-enabled IQAC, career guidance, training and placement, and social outreach cells. Internet connectivity graced the principal's cabin, administrative office, classrooms, labs, and library, furnished with 65 desktops and 7 LCD projectors.

The Computer Science and Commerce departments boasted a LAN-connected computer lab. The institute's auditorium could seat 500, and its library was partially automated with SOUL 3 software, offering a vast collection of books, journals, periodicals, and more.

 Safety measures featured prominently, with security personnel, CCTV cameras, fire extinguishers, and segregated facilities for staff and students.

Moreover, essential amenities like RO purified water coolers, first aid, a canteen, ramps, wheelchairs, and more were readily available.

The institute even boasted a playground, gymnasium, and a botanical garden with various plant species.

However, the COVID-19 pandemic upended traditional education, prompting a rapid transition to remote learning. The institute had to ensure students and teachers had the necessary devices and internet access. It leveraged platforms like Zoom, Google Meet, and Google Classroom for online classes.

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

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

The institution boasts ample facilities for cultural activities, sports, indoor and outdoor games, a gymnasium, and a yoga center. The institution actively encourages student participation in various extracurricular activities like sports, cultural events, yoga, and debates at different levels.

Outstanding sports amenities are offered through a vast playground, an indoor game auditorium, a gym, and a fitness center. The sprawling 5-acre playground accommodates hockey, football, volleyball, cricket, and more.

An expansive indoor auditorium, covering 5720 sq. feet, supports indoor games like badminton and table tennis.

The institute's gymnasium, spanning 750 sq. feet, is well-equipped with various fitness equipment.

These resources are frequently used by students and staff. Cultural events, alumni reunions, and sports gatherings are organized, and financial aid is extended for university-level events.

Personality development programs include debates, paper presentations, group discussions, and quiz competitions.

Additionally, the institute commemorates International Yoga Day annually, featuring demonstrations and explanations by the physical education department.

However, in the 2020-21 academic year, COVID-19 lockdowns presented significant challenges. Facilities for cultural activities, sports, gymnasiums, and yoga centers were temporarily closed, rendering them unavailable to students throughout the academic year.

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

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

00

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

39.66

File Description	Documents
Upload any additional information	**No File Uploaded**
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 library of the institution, covering 151 m² on the first floor, is automated with the Integrated Library Management System (ILMS) and monitored by CCTV. It boasts an extensive collection of 72,000 books, 50 maps/charts, and around 200 CDs/DVDs. For users' convenience, it offers partial open access, Wi-Fi, electricity backup, and Xerox facilities. SOUL 3.0 software manages all library operations, including accession, classification, cataloguing, and circulation. The barcode system streamlines processes, and the serial control unit handles subscriptions and printing. Despite starting the automation process at the beginning of the academic session, it was hampered by the Covid-19 lockdown throughout 2020-21.

The library is supervised by an advisory committee which includes;

- Dr. R.A. Mishra, Principal/Chairman

- Mr. V. C. Jadhao,

- Mr. D. S. Chavhan,

- Dr. S. S. Jadhao,

- Prof. Dr. R. B. Bhandwalkar,

- Dr. V. R. Vishwarupe,

- Dr. D. B. Prabhodhankar,

- Dr. K. S. Kalnawat,

- Dr. P. B. Jadhav,

- Smt. Amla Nahar, and

- Dr. A. R. Chandankhede.

Unfortunately, due to the Covid-19 lockdown during the entire 2020-21 academic session, physical library services were entirely suspended.

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

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   **C. Any 2 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)

8.08

File Description	Documents
Any additional information	**No File Uploaded**
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

00

File Description	Documents
Any additional information	[View File](#)
Details of library usage by teachers and students	**No File Uploaded**

4.3 - IT Infrastructure

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

The institute's dedication was evident across various crucial areas:

- **Software Updates: Regular updates were made to vital software systems such as Soul 3.0 LMS in the library and Dot soft ERP in the student section, enhancing functionality, security, and efficiency.**
- **Campus Security: CCTV cameras were strategically installed throughout the campus to bolster security measures, monitoring activities and contributing to overall safety.**
- **Biometric Attendance: An advanced biometric attendance system featuring eye and thumb scanners was implemented, supported by up-to-date software for precise tracking.**
- **Internet Upgrade: The institution transitioned its internet service from a VSAT server to optical fiber-based broadband, ensuring swifter and more dependable connectivity.**
- **LAN Connections: Departments like Commerce and Computer Science were equipped with LAN connections among computers to facilitate seamless communication and resource sharing.**
- **Barcode Scanner Updates: The library's barcode scanner used for generating student and staff identity cards underwent annual updates, guaranteeing efficient operation.**
- **Budget Allocation: A specific budget was earmarked for IT infrastructure updates, underscoring the institution's financial commitment to technology maintenance.**

These endeavours underscored a proactive stance towards technology integration and upkeep, crucial for cultivating a contemporary learning environment.

However, the Covid-19 lockdown in 2020-21 significantly disrupted these initiatives, compelling the institute to pivot towards online learning platforms and utilize various social media channels for teaching, owing to physical classroom limitations. This underscored the imperative of robust IT facilities, including high-speed Wi-Fi, to ensure seamless access to educational resources for both students and faculty, particularly during challenging periods.

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

4.3.2 - Number of Computers

74

File Description	Documents
Upload any additional information	**No File Uploaded**
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)

39.66

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

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

In response to the government-imposed Covid-19 lockdown during the academic session 2020-21, institutes took decisive actions to ensure the safety and continuity of their operations. They established comprehensive procedures and policies covering physical, academic, and support facilities.

Stringent health and safety protocols were implemented across all areas of the institutes. Regular sanitization routines were introduced, and social distancing was enforced within classrooms, laboratories, libraries, and sports complexes. Masks and hand sanitizers were readily available throughout the premises.

To sustain academic activities, institutes swiftly transitioned to online learning. Laboratory use was restricted to prevent overcrowding, with strict scheduling for facility access and enhanced equipment sanitation.

Libraries adapted by digitizing resources and providing remote access to online databases, journals, and e-books. Physical library access was limited in favour of online research and study options.

Group sports activities were temporarily halted, promoting individual exercises. Remote access to software and computing resources was facilitated to support online learning and research.

Classes were conducted entirely online, with students, faculty, and staff receiving training and clear communication about the evolving health protocols.

Despite the challenges posed by the Covid-19 lockdown, institution demonstrated adaptability and dedication by prioritizing the well-being of their community members while maintaining a conducive learning environment through these measures.

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

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

2605

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	**No File Uploaded**
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

00

File Description	Documents
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	**No File Uploaded**

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

C. 2 of the above

File Description	Documents
Link to Institutional website	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/26156-webinar_on_consumerism_&_financial_literacy_in_the_midst_of_covid_19_online.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

00

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

00

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	**No File Uploaded**

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

B. Any 3 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	*View File*
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

00

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

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

111

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**
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

4

File Description	Documents
Upload supporting data for the same	**No File Uploaded**
Any additional information	**No File Uploaded**
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.

00

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

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 student council is constituted annually in accordance with the directives of the affiliated university, providing students with representation in academic, administrative, and co-curricular

committees. However, the student council elections for the 2020-21 academic sessions were cancelled due to State Government policy and the COVID-19 pandemic.

The student council comprises class representatives, along with representatives from NSS, NCC, sports, and cultural activities, who demonstrated outstanding performance in the preceding year. Additionally, two girls are nominated by the principal based on their exceptional performance in academics and co-curricular activities. These members elect their secretary through preferential voting.

Council members play a crucial role in maintaining campus discipline, actively participating in various committees, and organizing numerous events, including national festivals, debates, and awareness campaigns. They also assist in various administrative tasks, such as admissions, scholarship applications, and student problem-solving, while fostering a positive relationship between students and teachers. Furthermore, the council actively encourages students to participate in blood donation camps.

The council's main responsibilities include gathering feedback from stakeholders, organizing cultural events, managing games, producing the college magazine, promoting water conservation and biodiversity on campus, upholding discipline, coordinating tours, and maintaining campus cleanliness. However, the 2020-21 academic year was greatly affected by COVID-19, requiring the institute to adapt to remote learning, which restricted student participation in administrative and co-curricular activities.

In conclusion, the student council and its members actively engage in various aspects of campus life, but the pandemic disrupted their usual operations during the 2020-21 academic year.

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

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

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

00

File Description	Documents
Report of the event	<u>View File</u>
Upload any additional information	**No File Uploaded**
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)	**No File Uploaded**

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

NIL

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 government-imposed strict lockdown during the academic session of 2020-21 had a significant impact on the governance of the

institution, particularly in terms of its alignment with its vision and mission. During this period, the institution was compelled to quickly adapt to the challenging circumstances presented by the pandemic. The primary objective was to ensure the health and safety of students and staff while maintaining the delivery of quality education. This showcased the adaptability and resilience of the institution's governance in responding to a crisis, which may not have been explicitly outlined in the original vision and mission.

In some cases, institutions temporarily revised their mission to prioritize health and safety measures, distance learning, and remote access to educational resources. Such adaptability demonstrated the willingness of the institution's governance to prioritize the immediate needs of the students and community.

The institution's ability to align its governance with the evolving situation during the pandemic reflects its commitment to the broader mission of education and student well-being. The period of strict lockdown served as a test of the institution's ability to respond to unexpected challenges while maintaining the core principles of its vision and mission.

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

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

During the 2020-21 academic session, the COVID-19 lockdown disrupted physical activities in the institution, leading to the adoption of decentralization and participative management practices. Decentralization involves distributing decision-making authority across different levels of the institution. For instance, academic departments independently decided on online classes and assessment approaches, aligning with affiliating university guidelines and the unique needs of various disciplines. This approach allowed the institution to swiftly adapt to changing circumstances.

Participative management became crucial in developing crisis response plans and engaging diverse stakeholders such as faculty, students, and administrative staff. A task force was formed, comprising teachers from different departments, NSS Volunteers, NCC

cadets, and administrative units. They collaborated on guidelines for online teaching, student support, and safety protocols, ensuring well-rounded crisis response plans. Decentralization and participative management effectively addressed pandemic challenges. Decentralization tailored responses to department-specific needs, while participative management incorporated multiple perspectives into crisis strategies. These practices facilitated agile decision-making and fostered collaboration, bolstering higher education's resilience during unprecedented times.

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

The institution, established in 1956, has witnessed remarkable growth, attributing its success to well-executed strategic planning. The institutes perspective plan is a guiding beacon, encompassing various facets:

- Mission statement and future vision.

- Academic program expansion and research initiatives.

- Campus development and enhancements to accommodate growing needs.

- Faculty and staff recruitment, training, and retention strategies.

- Goals for student enrolment, diversity, and retention rates.

- Budgetary projections for financial sustainability.

- Quality assurance mechanisms for education and research.

- Initiatives for research, innovation, and collaboration.

- Engagement with the local community.

- Commitment to societal and environmental responsibility.

- Specific milestones and targets for measurement.

These plans allow the institution to adapt to evolving educational and societal requirements. Faculty, students, and external stakeholders contribute to ensure a comprehensive approach.

Amidst the COVID-19 pandemic, the institution swiftly executed its strategic plan, emphasizing technology integration and online learning, adapting to remote and hybrid teaching, maintaining effective communication, reallocating funds, modifying assessment methods, and focusing on long-term resilience and innovative teaching. This adaptability exemplifies the institution's commitment to continued growth and excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The institutional bodies of the educational institute demonstrated effective and efficient functioning through well-defined policies, administrative structures, appointments, service rules, and procedures. These were aligned with University Grants Commission (UGC) and government regulations, ensuring transparency and merit-based selections.

The institute's policies were clear, concise, and regularly updated to adapt to changing circumstances. The well-organized administrative setup adhered to UGC and state government guidelines, enabling prompt decision-making and effective task execution.

Appointments followed a transparent, merit-based process, avoiding nepotism and favouritism. Service rules governed employee conduct, maintaining discipline and professionalism, in line with UGC and government norms.

Efficient procedures minimized redundancy and bureaucracy while optimizing resource utilization. These procedures were consistently evaluated and improved.

The COVID-19 pandemic had a notable impact, leading to policy

adaptations for online learning, health, and safety protocols, and contingency plans. The administrative setup shifted to remote work, and service rules were modified to suit work-from-home arrangements.

Additionally, Standard Operating Procedures (SOPs) were redefined to align with the affiliating university's directions for educational content delivery, exams, assessments, grading, student admissions, and financial transactions.

While adapting to these changes, the institute remained committed to maintaining compliance with UGC and government regulations, ensuring the delivery of quality education despite the challenges posed by the pandemic.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	https://www.amolakchandmahavidyalaya.ac.in/admins/upload_files/94939-organisational_structure_organogram.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	No File Uploaded
Screen shots of user inter faces	View File
Any additional information	No File Uploaded
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

Despite the challenges posed by the stringent lockdown during the academic year 2020-21 due to the COVID-19 pandemic, the institution implemented robust welfare measures for both teaching and non-teaching staff. These measures include financial support, mental health resources, remote work accommodations, and access to healthcare, thus ensuring the well-being of all employees.

- Annually, on the 15th of August, the institution recognizes and felicitates teaching and non-teaching staff for their outstanding achievements.
- In the unfortunate event of an employee's demise during service, a group insurance coverage of Rs. 3,00,000 is provided to support their family.
- AMV cooperative consumer stores offer a non-refundable aid of Rs. 5,000 to the family of a deceased employee, assisting them during difficult times.
- Quick financial assistance of up to Rs. 50,000 is available to address emergency health issues, ensuring the well-being of the teaching and non-teaching staff.
- Upon retirement, teaching and non-teaching staff receive a gold ring, costing a maximum of Rs. 10,000, proportionate to the face value of their shares, from Amolakchand Mahavidyalaya Consumer Cooperative store.
- Staff members have access to essential groceries and household items through the Amolakchand Mahavidyalaya Consumer Cooperative store.
- Personal loans at the lowest interest rate are provided through the Amolakchand Mahavidyalaya Employees Cooperative Credit Society.
- Immediate loan sanctions of up to Rs. 100,000 were available in case of emergency health issues through the AMV cooperative credit society and cooperative consumer stores.
- Additionally, staff enjoy free access to the auditorium for personal events and programs.

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

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

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops

and towards membership fee of professional bodies during the year

`00`

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)	**No File Uploaded**

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

`00`

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)	**No File Uploaded**

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

`77`

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	**No File Uploaded**
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 institution adheres to University Grants Commission and Government of Maharashtra guidelines for appointing teaching and non-teaching staff. The institution maintains a Performance Appraisal System to evaluate both groups. The key points of the appraisal system include:

- **Faculty's performance is evaluated using the UGC's Performance-Based Appraisal System (PBAS).**
- **Additional duties and contributions beyond academics are considered in the assessment.**
- **Teaching staff's performance is assessed based on the quality of instruction, course completion, and student engagement.**
- **Promotions follow the UGC Career Advancement Scheme (CAS) using API scores from PBAS.**
- **Promotions are communicated well in advance.**
- **Faculty due for promotions face a university-appointed committee that validates API scores.**
- **Non-teaching staff undergo annual confidential reports based on various parameters, such as character, work ethics, relations, and technical skills.**
- **These parameters are graded on a 7-point scale from excellent to poor.**
- **Satisfactory performance leads to promotions for non-teaching staff.**

The institution faced the challenge of adapting its performance appraisal systems during the academic session of 2020-21 due to stringent Covid-19 lockdowns. It redefined evaluation criteria to accommodate remote teaching methods, assessing digital literacy, and measuring adaptability to online platforms. Additionally, factors

such as support provided to students during the transition to online learning and innovative approaches to engagement were considered.

In conclusion, the institution's Performance Appraisal System ensures compliance with UGC and government standards, contributing to the development and growth of both teaching and non-teaching staff through comprehensive evaluations and transparent promotion processes.

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

6.4 - Financial Management and Resource Mobilization

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

The institution maintains financial integrity through regular internal and external audits. Internal audits are conducted by a Chartered Accountant, ensuring proper recording and verification of daily transactions. Gandhi & Sons, an accounting firm, assists in this process. An annual internal audit is conducted before July 31st by an authorized chartered accountant.

External audits are performed by the Auditor General, Nagpur, and the Joint Director of Higher Education, Amaravati. They scrutinize various financial aspects, including cash books, ledger books, fees, vouchers, and more. The auditors prepare a trial balance and a payment description.

The audited financial report is presented at the CDC and the annual general meeting for approval, and all reports are uploaded to the institute's official website. The audit accounts are submitted to the Joint Director's office annually, and any objections raised are addressed.

Notably, the institution's commitment to financial integrity persisted during the 2020-21 academic session, despite the challenges posed by the Covid-19 pandemic. This dedication ensured continuous monitoring and compliance with financial regulations, emphasizing the institution's responsible financial management even during uncertain times.

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

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

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

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

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

The institution had a systematic approach to fund mobilization and resource utilization. This involved coordination between various committees, department heads, and the accounts office, all operating under specific rules.

Sources of funds primarily included student tuition fees, a salary grant from the State Government, and grants from the UGC for infrastructure, learning resources, and research projects.

A finance committee oversaw fund allocation for various expenses, while a purchase committee handled equipment and infrastructure procurement. The principal, finance, and purchase committees, along with the accounts department, ensured expenses stayed within budget.

The institution followed a budgeting process involving the Principal, Heads of Departments, and accountants, with input from the CDC and management. UGC funds were monitored by a dedicated committee.

Regular audits, both internal and external, certified financial statements.

The physical infrastructure was optimally used for various activities beyond regular hours.

During the COVID-19 lockdown in the 2020-21 academic session, specific rules were established to manage funds effectively and adapt to remote learning, safety measures, and student and staff support, ensuring the continuity of education in a safe manner. These rules aimed to prioritize fund allocation to best serve the educational community during those unprecedented times.

File Description	Documents
Paste link for additional information	Nil
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

Amid the stringent COVID-19 lockdown in the academic year 2020-21, the institution faced unprecedented hurdles. The Internal Quality Assurance Cell (IQAC) emerged as a crucial player, diligently ensuring the continuity and effectiveness of education. In response to disrupted traditional teaching methods, the IQAC swiftly adapted, playing a pivotal role in maintaining and improving academic quality.

The IQAC led the charge in transitioning to remote learning, employing innovative approaches to uphold educational standards. It facilitated the seamless integration of technology, fostering effective communication between students and educators. The cell actively monitored and evaluated online teaching methods, promptly addressing any emerging issues. Proactively implementing and overseeing tailored quality assurance policies, the IQAC focused on navigating the challenges posed by the pandemic.

These policies encompassed ensuring the availability and functionality of online learning platforms while creating equitable assessment methods for virtual environments. The IQAC meticulously tracked policy implementation through periodic evaluations of online teaching effectiveness. Regular communication with stakeholders,

including students, faculty, and administrators, fostered transparency and facilitated swift problem resolution.

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

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 institution, guided by its IQAC, responded effectively to the COVID-19 lockdown in the 2020-21 academic session. It concentrated on enhancing teaching methods, operational processes, and learning outcomes, ensuring high-quality education amidst unprecedented disruptions.

The IQAC, responsible for ensuring educational excellence, oversaw various academic and administrative functions. It conducted regular assessments during the lockdown's impact on teaching and learning, scrutinizing the shift from traditional to remote teaching. Content delivery, student engagement, and technology utilization were fine-tuned based on feedback.

Operational structures like administrative workflows were reevaluated to ensure efficient functioning. Roles were redefined, digital solutions implemented, and resource allocation reconsidered.

The IQAC monitored student achievement of learning goals, offering faculty development programs and assessment strategies to maintain academic standards. All activities adhered to regulatory norms and guidelines from government authorities and the affiliating university, considering pandemic-related challenges.

Comprehensive records were maintained, leading to detailed reports shared with the institution's leadership and stakeholders. These reports guided decision-making and continuous improvement.

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

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

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	**Nil**
Upload e-copies of the accreditations and certifications	**No File Uploaded**
Upload any additional information	**No File Uploaded**
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 institution faced unique challenges in promoting gender equity due to the government-imposed COVID-19 pandemic lockdown throughout the entire academic session 2020-21. Many measures were initiated by the institutions to address the issue.

- **The institution worked to ensure that online learning platforms were accessible to all students, regardless of gender.**
- **Recognizing that gender roles and responsibilities often shifted during lockdowns, institutions introduced flexible schedules for classes and assignments to accommodate students**

varied domestic and caregiving responsibilities.

- ○ **The institution offered mental health resources to students, with a particular focus on addressing the emotional well-being of female students who may have experienced increased stress during the lockdown.**
- ○ **Virtual support groups and forums (ICC) were established to create a sense of community and provide a platform for students to discuss gender-related issues and share experiences.**
- ○ **The institution ran awareness campaigns and workshops on gender equality and gender-based violence prevention, encouraging dialogue on these topics among students.**
- ○ **Financial support in the form of free admission was offered to female students who faced economic hardships due to the pandemic, ensuring their continued education.**
- ○ **The Institution set up feedback mechanisms to allow students to express concerns related to gender equity and the challenges they faced during the lockdown, enabling institutions to adapt and improve their support systems.**

These measures aimed to promote gender equity in education, recognizing that the lockdown had disproportionately affected different gender groups and that proactive steps were necessary to ensure equal access and opportunities for all students.

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	(1) College Campus was covered with Concrete Wall Compound. (2) On the Occasion of Woman's day ICC organized "Digital Technology and Innovation for Gender Equity" and Mahila Sammelan v Sva savarakshan Training Program. (3) CCTV Surveillance. (4) Frequent Visit of Damini Pathak of Police Department

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

D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	[View File](#)
Any other relevant information	No File Uploaded

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 institution implements robust waste management practices covering various types of waste.

Solid Waste Management: The institution effectively manages solid waste by segregating materials at the source, collecting them regularly, and selling recyclables such as plastic, metals, glass, cardboard, newspapers, and stationery to authorized vendors. It promotes a nearly paperless environment through digitization, encouraging the reuse of one-sided printed paper. Biodegradable waste is utilized for vermicomposting, and strategically placed dustbins facilitate waste segregation across the campus.

Liquid Waste Management: Wastewater is efficiently transported through pipelines.

Biomedical Waste Management: Although biomedical waste on campus is minimal, safe disposal practices are adopted. Items like cotton gauze, bandages, and textiles are disposed of alongside degradable waste, while sanitary napkins are incinerated.

E-waste Management: Faulty electronic gadgets are repaired, and components are reused for practical demonstrations or student projects. Students are educated about e-waste issues, and disposal occurs annually.

Waste Recycling System: While the college lacks a comprehensive waste recycling system, paper waste is sold for recycling, vermicomposting is utilized for solid waste, and liquid waste is repurposed for garden irrigation.

Hazardous Chemicals and Radioactive Waste: The campus is free from radioactive waste. Chemical waste from the Chemistry lab, including heavy metal solutions, corrosive liquids, and organic solvents, is safely disposed of through pipelines to designated pits. Disposal of hazardous chemical waste is carried out through pipelines to

designated pits.

During COVID-19 lockdowns, institutions managed waste efficiently, implementing strict protocols for disposal to maintain hygiene and prevent environmental hazards.

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   **B. Any 3 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: **C. Any 2 of the above**

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

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	No File Uploaded

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

B. Any 3 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

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

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

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 prioritized inclusivity by fostering tolerance, harmony, and acceptance of diverse backgrounds, encompassing culture, region, language, community, society, and economics.

It implemented several significant initiatives, including online lectures on diversity and equity to create a respectful virtual learning environment.

Moreover, mental health support services were expanded to cater to the varying coping mechanisms of students, providing online counselling and resources.

The institution also offered flexible learning options to accommodate diverse schedules and time zones, allowing students to choose between synchronous and asynchronous learning.

Additionally, the institution actively engaged in outreach programs, such as food drives and medical supply donations, to support local communities during the pandemic, emphasizing communal responsibility.

 Open communication channels were established to address concerns, share experiences, and provide suggestions for improvement, ensuring a platform for student and staff voices.

Anti-discrimination policies were reaffirmed and reinforced to prevent discrimination based on various backgrounds.

The institution facilitated economic support for marginalized communities, ensuring access to healthcare and essential services

regardless of cultural, regional, or linguistic backgrounds. These initiatives aimed to foster solidarity and understanding during challenging times, emphasizing the importance of unity in diversity amidst the pandemic.

Through these efforts, the institution aimed to create a secure, inclusive, and harmonious educational environment, promoting diversity, and tackling challenges posed by the stringent lockdown due to COVID-19 pandemic. This showcased institution's resilience and dedication to the well-being and success of their students and staff.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Throughout the entire academic session 2020-21, during the government-imposed Covid-19 lockdown, there was a significant focus on sensitizing students and employees of the institution to their constitutional obligations. This involved educating them about the fundamental values, rights, duties, and responsibilities of citizens as outlined in the country's constitution.

Given the unique circumstances of the pandemic, the institution recognized the need to foster a deeper understanding of citizenship and civic responsibility among the employees and students. This included highlighting the importance of adhering to public health guidelines, practicing social responsibility, and supporting government efforts to control the spread of the virus.

Through various online and remote teaching methods, the institute aimed to instill these constitutional values and principles in the students and staff, emphasizing the collective duty to protect public health and uphold the rights and responsibilities enshrined in the constitution.

This sensitization process has been essential in fostering a sense of unity and shared responsibility during these challenging times.

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

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

C. Any 2 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	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution actively celebrates numerous national and international commemorative days, cultural festivals, and events throughout the year.

- **Independence Day on August 15th signifies India's freedom from British rule, marked by cultural events and flag-hoisting ceremonies.**
- **Republic Day on January 26th commemorates the adoption of India's constitution with flag ceremonies, parades, and academic recognitions.**
- **National Constitution Day on November 26th includes activities**

like "Run for Equality" and guest lectures on civic duties.

- National Youth Day (Jan 12) celebrates Swami Vivekananda with processions, lectures, and sports. National Sports Day (Aug 29) honors Major Dhyanchand, highlighting sports. National Science Day (Feb 28) commemorates Sir C. V. Raman, promoting science. National Voters' Day (Jan 25) encourages youth participation. Teachers' Day (Sep 5) honors Dr. Sarvopalli Radhakrishnan with quizzes and debates
- International observances such as Women's Day on March 8th and Yoga Day on June 21st are also celebrated, promoting health and equality.
- International Non-Violence Day and Swachhta Diwas on October 2nd promote Gandhi's ideals with debates and rallies.
- Events like International Earth Day and World Environment Day highlight environmental protection.
- World Blood Donor Day on June 14th raises awareness through blood donation camps.
- World Wildlife Day on March 3rd raises awareness about wildlife conservation.
- Kisan Diwas celebrates former Prime Minister Chaudhary Charan Singh's birth with debates and rallies on farmers' issues.

Despite the pandemic, Independence Day and Republic Day were the only events celebrated offline during the 2020-21 academic session.

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.

Title: Staff contributions to Chief Minister's Relief Fund amid COVID-19 lockdown.....

Objectives: Varied goals encompassed aiding affected individuals, aligning with government relief efforts, promoting social

responsibility, and underscoring the institute's commitment to societal welfare.

Context: In response to the pandemic, our institute initiated a community outreach supporting the Chief Minister's Relief Fund.

Practice: Emphasizing teamwork, empathy, transparency, and collective responsibility, it addressed challenges like staff financial constraints and remote work complicating fundraising.

Success Evidences: 82 employees contributed Rs. 8,56,463 highlighting the practice's effectiveness.

Challenges and Resources:

- Financial constraints for pandemic affected employees.
- Varying capacities led to potential inequality.
- Reluctance and differing
- Sentiments caused workplace tension.
- Utilized communication channels.

Title: Community Outreach for COVID-19 Relief during Lockdown......

Objectives:

- Promote social responsibility and awareness.
- Address local pandemic needs.
- Support healthcare with essential equipment.
- Foster unity in the academic community.
- Encourage healthy practices among students.

Context:

- Addressed lockdown challenges.
- Focused on physical presence limitations.
- Ensured safety protocols and emphasized digital access.
- Organized donations to meet community needs.

Practice:

- Implemented tree planting and water conserving dam.
- Distributed masks, sanitizers, and food.
- Raised Rs. 66,000 for medical equipment.
- Celebrated Online International Yoga Day.

Evidences of Success:

- **Engaged 649 students in community service and a COVID-19 quiz.**
- **Raised funds for medical equipment.**

Challenges and Resources:

- **Virtual engagement limits.**
- **Social distancing and distribution logistics.**

File Description	Documents
Best practices in the Institutional website	https://www.amolakchandmahavidyalaya.ac.in/admins/upload_files/39294-best_practice_2020_2021.pdf
Any other relevant information	**Nil**

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

The institution offers a diverse array of programs spanning Humanities, Commerce, Science, and Technology. It boasts recognized Research Centres, an extensive library, and an NCC unit, providing abundant opportunities for academic and personal development.

During the Covid-19 lockdown, the Institution demonstrated remarkable adaptability and flexibility, particularly in the area of online education. Its performance in this area was notably exceptional. With a clear emphasis on technological integration and remote learning, the institution swiftly transitioned to virtual learning environments.

Employing robust virtual platforms, faculty members adeptly adjusted their teaching methodologies, engaging students through interactive online lectures, virtual labs, and discussion forums. The institution's unwavering focus on innovation and research was evident through successful virtual symposia and conferences.

Recognizing the importance of student support, the institution bolstered its online counselling services to address individual needs despite physical constraints. Additionally, its efficient assessment strategies were tailored for online exams, maintaining

the integrity of evaluations.

The government of Maharashtra acknowledged the institution as a district counselling centre, tasked with addressing challenges related to university examinations and travel.

In the face of adversity, the institution excelled in its commitment to providing seamless, technology-driven education. Its adaptive approach and dedication to quality underscored its flexibility and commitment to preparing students for the demands of an ever-changing world.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution offered a diverse range of undergraduate (UG) and postgraduate (PG) programs, affiliated with SGB Amravati University. The institution prioritized effective curriculum delivery, following the university's prescribed curriculum, and engaging faculty members in curriculum design.

During the challenging 2020-21 academic session due to Covid-19, the institution swiftly transitioned to online learning and utilized various platforms like Teachmint, Zoom, Google Meet, Google Classroom, and Google Forms, along with virtual labs and YouTube videos. Faculty members created engaging content, including PowerPoint presentations, practical experiment videos, and conducted seminars and group discussions.

The institution encouraged faculty members to participate in training sessions essential for acquiring online teaching skills. Faculty members provided students with e-books and digital study materials.

Engagement and interaction were maintained through discussion forums, virtual classrooms, and online quizzes, recreating the classroom experience virtually. New assessment methods like take-home assignments and virtual presentations ensured fair evaluation.

The institution maintained clear communication with students and parents through social media, messages, and virtual meetings. They offered counselling services to support emotional well-being. Continuous feedback from students helped enhance the online learning experience.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	Nil

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

During the 2020-21 academic session, the institution faced significant challenges due to the Covid-19 lockdown. The pandemic had forced a shift to online learning, disrupting traditional academic calendars. Despite these obstacles, the institution successfully adapted. To maintain the academic calendar, the institution swiftly transitioned to virtual classes, ensuring students had the necessary technology and connectivity.

The institution also adjusted Continuous Internal Evaluation (CIE) to online formats, including quizzes, assignments, and secure online examination proctoring. Faculty members played a crucial role by innovatively engaging students and preventing academic dishonesty through plagiarism detection tools. Faculty members also honed skills in online assessment design, virtual classroom management, and technology utilization for monitoring. Practical components in courses posed a challenge, but the institution explored virtual labs and remote monitoring for assessments.

Additionally, the institution provided counselling services and virtual events to combat student isolation. Security and ethics were prioritized in handling personal information and assessment data. The institution closely followed government and university guidelines related to Covid-19.

In response to reduced face-to-face interactions, continuous feedback mechanisms were emphasized. This included regular online meetings, feedback sessions, and open communication channels to address student concerns.

Throughout the lockdown, the institution's commitment to academic calendars and student well-being remained unwavering.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating	B. Any 3 of the above

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

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	**No File Uploaded**

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

3

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)

00

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

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

00

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

1.3 - Curriculum Enrichment

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

During the Covid-19 lockdown in the 2020-21 academic session, the institute faced unprecedented challenges in delivering education. The institution was affiliated with Sant Gadage Baba Amravati University Amravati. The curriculum was designed by the Board of Studies of concerned courses and programs. In response, the teachers of the institution integrated crosscutting issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability into their online teaching.

Students were encouraged to analyse the ethical aspects of pandemic-related decisions, such as vaccine distribution and lockdown measures. The institution also addressed gender disparities exacerbated by the pandemic, urging students and staff to explore gender-sensitive issues like the impact on gender roles, domestic violence, and gender equity in healthcare. The lockdown prompted a revaluation of human values, solidarity, and compassion. Students learned how empathy could drive effective healthcare and social cohesion.

Environmental aspects were not ignored either. Students studied the environmental impact of the pandemic and the importance of

sustainable healthcare practices. An interdisciplinary approach was adopted, with faculties collaborating across departments. This holistic approach helped students connect ethics, gender, human values, environment, and sustainability. Virtual platforms were leveraged for teaching, using resources, webinars, and forums for in-depth exploration.

In adapting to the Covid-19 lockdown, the institution not only overcame challenges but also prepared students to be socially aware, responsible, and adaptable citizens in an ever-changing world by integrating these crucial crosscutting themes into their virtual education.

File Description	Documents
Any additional information	No File Uploaded
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

00

File Description	Documents
Any additional information	No File Uploaded
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	No File Uploaded

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

51

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	**E. None 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	**No File Uploaded**

1.4.2 - Feedback process of the Institution may be classified as follows	**E. Feedback not collected**

File Description	Documents
Upload any additional information	**No File Uploaded**
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

3511

File Description	Documents
Any additional information	**No File Uploaded**
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

2938

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

During the Covid-19 lockdown throughout the entire academic session of 2020-21, the institution faced unprecedented challenges in maintaining the quality of education and ensuring that all students received appropriate support. The institution assessed students' learning levels and tailored programs for advanced and slow learners. A multifaceted approach involved comprehensive subject-based assessments encompassing tests, quizzes, assignments, seminars, group discussions, and projects.

Teachers analysed the data to categorize students as advanced, average, or slow learners. Advanced learners were provided with enrichment opportunities such as advanced courses, mentorship, and academic competitions. Virtual assistance was arranged for slow learners, including personalized tutoring, remedial classes, and study plans. Additional resources were supplied to help slow learners catch up, and teachers closely monitored their progress.

The institution also fostered parental involvement, particularly for slow learners, through regular communication. This ensured a supportive home learning environment and kept parents informed about their child's progress.

In conclusion, during the Covid-19 lockdown in the 2020-21 academic session, the institution addressed diverse student needs. By assessing and implementing special programs for advanced and slow learners, the institution aimed to enable every student to succeed despite pandemic disruptions. These efforts not only supported academic growth but showcased the adaptability and resilience of the institution during unprecedented times.

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
3511	62

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

During the 2020-21 academic session, the institute faced unique challenges due to the COVID-19 lockdown. To tackle these challenges, the institution embraced student-centric approaches, including experiential learning, participative learning, and problem-solving methods, to enhance the quality of education.

With physical classrooms being inaccessible, teachers turned to virtual platforms to offer experiential learning opportunities. Students engaged in hands-on activities and virtual experiments, gaining practical insights into their subjects. Online simulations replaced laboratory experiments, ensuring continued interaction with the material.

The shift from traditional lectures to interactive methods was crucial. Video conferencing and discussion forums facilitated class discussions, debates, and group projects, fostering a sense of community among students despite physical separation.

Problem-solving methodologies became prominent, encouraging critical thinking and adaptability. Assignments tackled real-world pandemic-related challenges, promoting innovative solutions and making learning more meaningful. Digital literacy skills became essential as students navigated various online tools, collaborated remotely, and managed their time independently, skills valuable in today's tech-driven world.

Online education's flexibility allowed tailored experiences, with adaptive learning platforms identifying areas needing extra support for personalized interventions.

The COVID-19 lockdown pushed the institution to innovate, adopting student-centric methods that enriched learning experiences and equipped students with essential skills.

These adaptations showcased the resilience and adaptability of both teachers and students in the face of unprecedented 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

During the 2020-21 academic session, teachers faced unprecedented challenges due to the COVID-19 lockdown. To ensure educational continuity, they turned to Information and Communication Technology (ICT)-enabled tools. This shift included utilizing video conferencing software like Zoom, Teachmint, Google Classroom, and Google Meet. These tools enabled interactive virtual classes resembling traditional in-person teaching, with presentations, discussions, and student engagement.

Additionally, teachers leveraged ICT to create and share digital learning materials like e-books, video lectures, and quizzes, ensuring access to educational content when physical materials weren't feasible.

The teachers maintained constant interaction with students through emails, messaging apps, and online forums, addressing

queries, providing feedback, and fostering a sense of community.

Teachers also prioritized their professional development through webinars, online courses, and workshops, enhancing their digital teaching skills and staying updated on online education best practices.

However, challenges arose due to the digital divide, with not all students having equal technology access. Teachers adapted by distributing printed materials and finding alternative ways to reach students.

In conclusion, the COVID-19 lockdown accelerated the adoption of ICT-enabled tools by teachers to ensure educational continuity. These tools played a crucial role in effective teaching and learning despite pandemic constraints. This experience underscored the importance of digital literacy and equitable technology access in education.

File Description	Documents
Upload any additional information	No File Uploaded
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

62

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

62

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	No File Uploaded
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

14

File Description	Documents
Any additional information	No File Uploaded
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

800

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.

During the COVID-19 pandemic, governments imposed disruptive lockdowns and restrictions that upended traditional education. To ensure learning continuity, our institution swiftly adapted. A pivotal change was the introduction of transparent and frequent internal assessment mechanisms.

In the era of remote learning, transparency in assessment was paramount. Our institution/teachers diligently communicated assessment criteria, grading heads, and assessment weights to students. This clarity helped students grasp how their performance was being evaluated, reducing uncertainty and anxiety. Recognizing pandemic-induced uncertainties and challenges to traditional examinations. Instead of relying solely on semester-end examinations, we implemented a more regular assessment system. This comprised frequent short assessments and assignments spread across the academic term, allowing for comprehensive tracking of student progress.

To accommodate diverse learning styles, the institute diversified assessment methods. These encompassed online quizzes, assignments, presentations, and open-book exams, as in-person exams were impractical. This ensured all students had equitable opportunities to showcase their knowledge and skills. Our robust internal evaluation system fostered two-way feedback between teachers and students. Timely teacher feedback became a vital gauge of student progress, enabling necessary adjustments to their learning strategies.

The institution also addressed online examination proctoring, fraud prevention, and fairness concerns in remote assessments. Our measures included authenticating students' identities during online exams and swiftly resolving any technical glitches during the assessment process.

File Description	Documents
Any additional information	No File Uploaded
Link for additional information	Nil

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

The institute encountered unprecedented challenges in conducting

internal examinations and managing associated grievances throughout the academic year of 2020-21, marked by the COVID-19 pandemic and subsequent lockdowns. Nevertheless, it established a robust and efficient mechanism to address these challenges.

The institution swiftly adapted to remote learning and online assessments, ensuring transparency and clarity in the internal assessment process. Faculty members diligently communicated assessment components, schedules, formats, and grading criteria to students. This information was readily available through class-specific WhatsApp groups, maintaining communication despite disruptions caused by the lockdown.

To address examination-related grievances, an internal examination committee was formed, equipped with the necessary resources for prompt resolution. The entire process adhered to university regulations, with clearly defined submission deadlines for students and a well-structured timeline for solutions.

With physical presence on campus suspended, digital platforms became the primary channels for communication and grievance redressal. The institution and teachers utilized email, online forms, and dedicated grievance WhatsApp groups for efficient communication.

Transparency remained a priority throughout the process. Regular updates on the status of grievances were provided to students, keeping them informed about the progress and outcomes of their complaints. Student feedback on the resolution process contributed to continuous improvement, ensuring the effectiveness of the mechanism.

Overall, oversight of the internal examination and grievance procedure was carried out by the Principal and Head of Department (HOD), further enhancing accountability within the process.

File Description	Documents
Any additional information	**No File Uploaded**
Link for additional information	**Nil**

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.

During the academic session of 2020-21, the institute ensured that teachers and students were well-informed about the stated outcomes of the programs. These outcomes were aligned with the institute's Vision and Mission, considering factors such as academic excellence, research potential, extension activities, human values, and job market trends. Input from alumni and stakeholders was also taken into account.

The Department, in collaboration with course teachers, formulated Course Outcomes (COs), while Program-specific Outcomes (PSOs) were created by the Heads of the Departments of the respective programs. Students were introduced to these expected learning outcomes and assessment strategies during orientation programs and initial theory and practical lectures.

All this information, including the Curriculum and Learning Outcomes, was uploaded to the institution's website and communicated to students through tutorial meetings and handouts. Additionally, outcomes were prominently displayed on notice boards and incorporated into laboratory manuals for science courses.

The significance of these outcomes became evident during the COVID-19 lockdown. With the shift to online learning, teachers and students needed a clear understanding of the educational goals. Teachers adapted their methods and materials to align with these outcomes, modified assessments for online platforms, and transparently communicated changes.

The lockdown period prompted reflection and adjustment, ensuring that educational programs remained effective. Communication about changes to the curriculum fostered trust and shared purpose. Teachers also innovated to achieve outcomes in a remote environment, leveraging technology and virtual experiences.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/27824-pos_psos_cos_2020_2021.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.

NIL

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	<u>NIL</u>

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

1144

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<u>View File</u>
Upload any additional information	**No File Uploaded**
Paste link for the annual report	**Nil**

2.7 - Student Satisfaction Survey

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

<u>NIL</u>

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)

00

File Description	Documents
Any additional information	**No File Uploaded**
e-copies of the grant award letters for sponsored research projects /endowments	**No File Uploaded**
List of endowments / projects with details of grants(Data Template)	**No File Uploaded**

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

14

File Description	Documents
Any additional information	**No File Uploaded**
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

00

File Description	Documents
List of research projects and funding details (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**
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 institution demonstrated its commitment to fostering innovation by establishing a comprehensive ecosystem that

nurtured creativity and facilitated knowledge exchange. This initiative aimed to provide fertile ground for groundbreaking ideas to flourish at its core.

Strategically designed programs and platforms not only encouraged the generation of innovative concepts but also facilitated seamless knowledge transfer across various domains. Numerous initiatives within the institution underscored its dedication to innovation. Collaborative spaces, such as research centres, were established to serve as hubs for interdisciplinary collaboration, bringing together researchers, scholars, and students from diverse backgrounds to foster an environment where different perspectives converged to spark innovative solutions.

Furthermore, the institution implemented structured knowledge transfer programs bridging the gap between theoretical understanding and practical application by facilitating the seamless dissemination of knowledge from academic research to real-world implementation. This not only enhanced the institution's impact on society but also ensured that the fruits of intellectual endeavours contributed tangibly to addressing contemporary challenges.

In conclusion, the institution's deliberate efforts to create an innovation-centric ecosystem and its proactive initiatives for knowledge creation and transfer positioned it as a dynamic hub for intellectual growth and societal advancement. This multifaceted approach demonstrated a commitment to nurturing a culture where innovation thrived, and knowledge became a driving force for positive change.

File Description	Documents
Upload any additional information	No File Uploaded
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

1

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
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

12

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	No File Uploaded

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

56

File Description	Documents
Any additional information	No File Uploaded
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

19

File Description	Documents
Any additional information	**No File Uploaded**
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

During the Covid-19 lockdown, the institution encountered challenges in ensuring the holistic development of students. To tackle this issue, the institution-initiated extension activities within the neighbourhood community. These activities aimed to complement academic learning and raise awareness among students regarding social issues.

Given the disruption of traditional classrooms, extension activities became essential. The institute undertook various initiatives, ranging from community service to environmental projects and awareness campaigns. These activities offered students practical experience in addressing real-world issues, nurturing empathy and practical skills.

Moreover, these activities prompted a shift from an academic-centric education to a more holistic approach. Students honed skills such as leadership, teamwork, and problem-solving, creatively adapting to the challenges posed by the pandemic.

The impact of these extension activities was threefold. Firstly, students developed social awareness and responsibility, which could influence their future civic engagement. Secondly, it helped maintain a sense of connection among students and teachers during lockdowns. Lastly, it underscored the adaptability and resilience of the education system.

Thus, the institution responded to the disruptions caused by Covid-19 by introducing extension activities. These activities not only enhanced students' learning but also fostered social consciousness and adaptable skills, leaving a lasting impact on their development and civic engagement.

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

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

00

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year (Data Template)	**No File Uploaded**
e-copy of the award letters	**No File Uploaded**

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

6

File Description	Documents
Reports of the event organized	[View File]()
Any additional information	**No File Uploaded**
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

213

File Description	Documents
Report of the event	View File
Any additional information	**No File Uploaded**
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

00

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	**No File Uploaded**

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

2

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	[View File](#)
Any additional information	**No File Uploaded**
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 institution, established in 1956 on a vast 39-acre campus surrounded by greenery, boasted ample infrastructure for effective teaching and learning. It offered numerous undergraduate and postgraduate programs in Arts, Commerce, and Science across 15 departments.

The facilities included well-ventilated classrooms, laboratories, an examination control room, seminar hall, staff room, and amenities like a girl's common room with sanitary napkin dispensers and hygienic toilets.

Further enhancements included an NCC and NSS unit, an ICT-enabled IQAC, career guidance, training and placement, and social outreach cells. Internet connectivity graced the principal's cabin, administrative office, classrooms, labs, and library, furnished with 65 desktops and 7 LCD projectors.

The Computer Science and Commerce departments boasted a LAN-connected computer lab. The institute's auditorium could seat 500, and its library was partially automated with SOUL 3 software, offering a vast collection of books, journals, periodicals, and more.

Safety measures featured prominently, with security personnel, CCTV cameras, fire extinguishers, and segregated facilities for staff and students.

Moreover, essential amenities like RO purified water coolers, first aid, a canteen, ramps, wheelchairs, and more were readily

available. The institute even boasted a playground, gymnasium,
and a botanical garden with various plant species.

However, the COVID-19 pandemic upended traditional education,
prompting a rapid transition to remote learning. The institute
had to ensure students and teachers had the necessary devices and
internet access. It leveraged platforms like Zoom, Google Meet,
and Google Classroom for online classes.

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

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

The institution boasts ample facilities for cultural activities,
sports, indoor and outdoor games, a gymnasium, and a yoga center.
The institution actively encourages student participation in
various extracurricular activities like sports, cultural events,
yoga, and debates at different levels.

Outstanding sports amenities are offered through a vast
playground, an indoor game auditorium, a gym, and a fitness
center. The sprawling 5-acre playground accommodates hockey,
football, volleyball, cricket, and more.

An expansive indoor auditorium, covering 5720 sq. feet, supports
indoor games like badminton and table tennis.

The institute's gymnasium, spanning 750 sq. feet, is well-
equipped with various fitness equipment.

These resources are frequently used by students and staff.
Cultural events, alumni reunions, and sports gatherings are
organized, and financial aid is extended for university-level
events.

Personality development programs include debates, paper
presentations, group discussions, and quiz competitions.

Additionally, the institute commemorates International Yoga Day
annually, featuring demonstrations and explanations by the

physical education department.

However, in the 2020-21 academic year, COVID-19 lockdowns presented significant challenges. Facilities for cultural activities, sports, gymnasiums, and yoga centers were temporarily closed, rendering them unavailable to students throughout the academic year.

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

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

00

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

39.66

File Description	Documents
Upload any additional information	**No File Uploaded**
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 library of the institution, covering 151 m² on the first floor, is automated with the Integrated Library Management System (ILMS) and monitored by CCTV. It boasts an extensive collection of 72,000 books, 50 maps/charts, and around 200 CDs/DVDs. For users' convenience, it offers partial open access, Wi-Fi, electricity backup, and Xerox facilities. SOUL 3.0 software manages all library operations, including accession, classification, cataloguing, and circulation. The barcode system streamlines processes, and the serial control unit handles subscriptions and printing. Despite starting the automation process at the beginning of the academic session, it was hampered by the Covid-19 lockdown throughout 2020-21.

The library is supervised by an advisory committee which includes;

- **Dr. R.A. Mishra, Principal/Chairman**

- **Mr. V. C. Jadhao,**

- **Mr. D. S. Chavhan,**

- **Dr. S. S. Jadhao,**

- **Prof. Dr. R. B. Bhandwalkar,**

- **Dr. V. R. Vishwarupe,**

- **Dr. D. B. Prabhodhankar,**

- **Dr. K. S. Kalnawat,**

- **Dr. P. B. Jadhav,**

- **Smt. Amla Nahar, and**

- **Dr. A. R. Chandankhede.**

Unfortunately, due to the Covid-19 lockdown during the entire 2020-21 academic session, physical library services were entirely suspended.

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

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	**C. Any 2 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)

8.08

File Description	Documents
Any additional information	**No File Uploaded**
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

00

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

4.3 - IT Infrastructure

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

The institute's dedication was evident across various crucial areas:

- **Software Updates: Regular updates were made to vital software systems such as Soul 3.0 LMS in the library and Dot soft ERP in the student section, enhancing functionality, security, and efficiency.**
- **Campus Security: CCTV cameras were strategically installed throughout the campus to bolster security measures, monitoring activities and contributing to overall safety.**
- **Biometric Attendance: An advanced biometric attendance system featuring eye and thumb scanners was implemented, supported by up-to-date software for precise tracking.**
- **Internet Upgrade: The institution transitioned its internet service from a VSAT server to optical fiber-based broadband, ensuring swifter and more dependable connectivity.**
- **LAN Connections: Departments like Commerce and Computer Science were equipped with LAN connections among computers to facilitate seamless communication and resource sharing.**
- **Barcode Scanner Updates: The library's barcode scanner used**

for generating student and staff identity cards underwent annual updates, guaranteeing efficient operation.

- **Budget Allocation:** A specific budget was earmarked for IT infrastructure updates, underscoring the institution's financial commitment to technology maintenance.

These endeavours underscored a proactive stance towards technology integration and upkeep, crucial for cultivating a contemporary learning environment.

However, the Covid-19 lockdown in 2020-21 significantly disrupted these initiatives, compelling the institute to pivot towards online learning platforms and utilize various social media channels for teaching, owing to physical classroom limitations. This underscored the imperative of robust IT facilities, including high-speed Wi-Fi, to ensure seamless access to educational resources for both students and faculty, particularly during challenging periods.

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

4.3.2 - Number of Computers

74

File Description	Documents
Upload any additional information	**No File Uploaded**
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)

39.66

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

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

In response to the government-imposed Covid-19 lockdown during the academic session 2020-21, institutes took decisive actions to ensure the safety and continuity of their operations. They established comprehensive procedures and policies covering physical, academic, and support facilities.

Stringent health and safety protocols were implemented across all areas of the institutes. Regular sanitization routines were introduced, and social distancing was enforced within classrooms, laboratories, libraries, and sports complexes. Masks and hand sanitizers were readily available throughout the premises.

To sustain academic activities, institutes swiftly transitioned to online learning. Laboratory use was restricted to prevent overcrowding, with strict scheduling for facility access and enhanced equipment sanitation.

Libraries adapted by digitizing resources and providing remote access to online databases, journals, and e-books. Physical library access was limited in favour of online research and study options.

Group sports activities were temporarily halted, promoting individual exercises. Remote access to software and computing

resources was facilitated to support online learning and research.

Classes were conducted entirely online, with students, faculty, and staff receiving training and clear communication about the evolving health protocols.

Despite the challenges posed by the Covid-19 lockdown, institution demonstrated adaptability and dedication by prioritizing the well-being of their community members while maintaining a conducive learning environment through these measures.

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

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

2605

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
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

`00`

File Description	Documents
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	**No File Uploaded**

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	**C. 2 of the above**

File Description	Documents
Link to Institutional website	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/26156-webinar_on_consumerism_&_financial_literacy_in_the_midst_of_covid_19_online.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

`00`

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

`00`

File Description	Documents
Any additional information	**No File Uploaded**
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	**No File Uploaded**

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	**B. Any 3 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	<u>View File</u>
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

00

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

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

111

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**
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

4

File Description	Documents
Upload supporting data for the same	**No File Uploaded**
Any additional information	**No File Uploaded**
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.

00

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

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 student council is constituted annually in accordance with the directives of the affiliated university, providing students with representation in academic, administrative, and co-curricular committees. However, the student council elections for the 2020-21 academic sessions were cancelled due to State Government policy and the COVID-19 pandemic.

The student council comprises class representatives, along with representatives from NSS, NCC, sports, and cultural activities, who demonstrated outstanding performance in the preceding year. Additionally, two girls are nominated by the principal based on their exceptional performance in academics and co-curricular activities. These members elect their secretary through preferential voting.

Council members play a crucial role in maintaining campus discipline, actively participating in various committees, and organizing numerous events, including national festivals, debates, and awareness campaigns. They also assist in various administrative tasks, such as admissions, scholarship applications, and student problem-solving, while fostering a positive relationship between students and teachers. Furthermore, the council actively encourages students to participate in blood

donation camps.

The council's main responsibilities include gathering feedback from stakeholders, organizing cultural events, managing games, producing the college magazine, promoting water conservation and biodiversity on campus, upholding discipline, coordinating tours, and maintaining campus cleanliness. However, the 2020-21 academic year was greatly affected by COVID-19, requiring the institute to adapt to remote learning, which restricted student participation in administrative and co-curricular activities.

In conclusion, the student council and its members actively engage in various aspects of campus life, but the pandemic disrupted their usual operations during the 2020-21 academic year.

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

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

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

00

File Description	Documents
Report of the event	[View File](#)
Upload any additional information	**No File Uploaded**
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)	**No File Uploaded**

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

NIL

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 government-imposed strict lockdown during the academic session of 2020-21 had a significant impact on the governance of the institution, particularly in terms of its alignment with its vision and mission. During this period, the institution was compelled to quickly adapt to the challenging circumstances presented by the pandemic. The primary objective was to ensure the health and safety of students and staff while maintaining the delivery of quality education. This showcased the adaptability and resilience of the institution's governance in responding to a crisis, which may not have been explicitly outlined in the original vision and mission.

In some cases, institutions temporarily revised their mission to prioritize health and safety measures, distance learning, and remote access to educational resources. Such adaptability demonstrated the willingness of the institution's governance to prioritize the immediate needs of the students and community.

The institution's ability to align its governance with the evolving situation during the pandemic reflects its commitment to the broader mission of education and student well-being. The

period of strict lockdown served as a test of the institution's ability to respond to unexpected challenges while maintaining the core principles of its vision and mission.

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

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

During the 2020-21 academic session, the COVID-19 lockdown disrupted physical activities in the institution, leading to the adoption of decentralization and participative management practices. Decentralization involves distributing decision-making authority across different levels of the institution. For instance, academic departments independently decided on online classes and assessment approaches, aligning with affiliating university guidelines and the unique needs of various disciplines. This approach allowed the institution to swiftly adapt to changing circumstances.

Participative management became crucial in developing crisis response plans and engaging diverse stakeholders such as faculty, students, and administrative staff. A task force was formed, comprising teachers from different departments, NSS Volunteers, NCC cadets, and administrative units. They collaborated on guidelines for online teaching, student support, and safety protocols, ensuring well-rounded crisis response plans. Decentralization and participative management effectively addressed pandemic challenges. Decentralization tailored responses to department-specific needs, while participative management incorporated multiple perspectives into crisis strategies. These practices facilitated agile decision-making and fostered collaboration, bolstering higher education's resilience during unprecedented times.

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

The institution, established in 1956, has witnessed remarkable growth, attributing its success to well-executed strategic planning. The institutes perspective plan is a guiding beacon, encompassing various facets:

• Mission statement and future vision.

• Academic program expansion and research initiatives.

• Campus development and enhancements to accommodate growing needs.

• Faculty and staff recruitment, training, and retention strategies.

• Goals for student enrolment, diversity, and retention rates.

• Budgetary projections for financial sustainability.

• Quality assurance mechanisms for education and research.

• Initiatives for research, innovation, and collaboration.

• Engagement with the local community.

• Commitment to societal and environmental responsibility.

• Specific milestones and targets for measurement.

These plans allow the institution to adapt to evolving educational and societal requirements. Faculty, students, and external stakeholders contribute to ensure a comprehensive approach.

Amidst the COVID-19 pandemic, the institution swiftly executed its strategic plan, emphasizing technology integration and online learning, adapting to remote and hybrid teaching, maintaining effective communication, reallocating funds, modifying assessment methods, and focusing on long-term resilience and innovative teaching. This adaptability exemplifies the institution's commitment to continued growth and excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The institutional bodies of the educational institute demonstrated effective and efficient functioning through well-defined policies, administrative structures, appointments, service rules, and procedures. These were aligned with University Grants Commission (UGC) and government regulations, ensuring transparency and merit-based selections.

The institute's policies were clear, concise, and regularly updated to adapt to changing circumstances. The well-organized administrative setup adhered to UGC and state government guidelines, enabling prompt decision-making and effective task execution.

Appointments followed a transparent, merit-based process, avoiding nepotism and favouritism. Service rules governed employee conduct, maintaining discipline and professionalism, in line with UGC and government norms.

Efficient procedures minimized redundancy and bureaucracy while optimizing resource utilization. These procedures were consistently evaluated and improved.

The COVID-19 pandemic had a notable impact, leading to policy adaptations for online learning, health, and safety protocols, and contingency plans. The administrative setup shifted to remote work, and service rules were modified to suit work-from-home arrangements.

Additionally, Standard Operating Procedures (SOPs) were redefined to align with the affiliating university's directions for educational content delivery, exams, assessments, grading, student admissions, and financial transactions.

While adapting to these changes, the institute remained committed to maintaining compliance with UGC and government regulations, ensuring the delivery of quality education despite the challenges posed by the pandemic.

File Description	Documents
Paste link for additional information	**Nil**
Link to Organogram of the institution webpage	https://www.amolakchandmahavidyalaya.ac.in /admins/upload_files/94939-organisational_ structure_organogram.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	**No File Uploaded**
Screen shots of user inter faces	View File
Any additional information	**No File Uploaded**
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

Despite the challenges posed by the stringent lockdown during the academic year 2020-21 due to the COVID-19 pandemic, the institution implemented robust welfare measures for both teaching and non-teaching staff. These measures include financial support, mental health resources, remote work accommodations, and access to healthcare, thus ensuring the well-being of all employees.

- **Annually, on the 15th of August, the institution recognizes and felicitates teaching and non-teaching staff for their**

outstanding achievements.

- In the unfortunate event of an employee's demise during service, a group insurance coverage of Rs. 3,00,000 is provided to support their family.
- AMV cooperative consumer stores offer a non-refundable aid of Rs. 5,000 to the family of a deceased employee, assisting them during difficult times.
- Quick financial assistance of up to Rs. 50,000 is available to address emergency health issues, ensuring the well-being of the teaching and non-teaching staff.
- Upon retirement, teaching and non-teaching staff receive a gold ring, costing a maximum of Rs. 10,000, proportionate to the face value of their shares, from Amolakchand Mahavidyalaya Consumer Cooperative store.
- Staff members have access to essential groceries and household items through the Amolakchand Mahavidyalaya Consumer Cooperative store.
- Personal loans at the lowest interest rate are provided through the Amolakchand Mahavidyalaya Employees Cooperative Credit Society.
- Immediate loan sanctions of up to Rs. 100,000 were available in case of emergency health issues through the AMV cooperative credit society and cooperative consumer stores.
- Additionally, staff enjoy free access to the auditorium for personal events and programs.

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

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

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

00

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)	**No File Uploaded**

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

00

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)	**No File Uploaded**

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

77

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	**No File Uploaded**
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 institution adheres to University Grants Commission and Government of Maharashtra guidelines for appointing teaching and non-teaching staff. The institution maintains a Performance Appraisal System to evaluate both groups. The key points of the appraisal system include:

- **Faculty's performance is evaluated using the UGC's Performance-Based Appraisal System (PBAS).**
- **Additional duties and contributions beyond academics are considered in the assessment.**
- **Teaching staff's performance is assessed based on the quality of instruction, course completion, and student engagement.**
- **Promotions follow the UGC Career Advancement Scheme (CAS) using API scores from PBAS.**
- **Promotions are communicated well in advance.**
- **Faculty due for promotions face a university-appointed committee that validates API scores.**
- **Non-teaching staff undergo annual confidential reports based on various parameters, such as character, work ethics, relations, and technical skills.**
- **These parameters are graded on a 7-point scale from excellent to poor.**
- **Satisfactory performance leads to promotions for non-teaching staff.**

The institution faced the challenge of adapting its performance appraisal systems during the academic session of 2020-21 due to stringent Covid-19 lockdowns. It redefined evaluation criteria to

accommodate remote teaching methods, assessing digital literacy, and measuring adaptability to online platforms. Additionally, factors such as support provided to students during the transition to online learning and innovative approaches to engagement were considered.

In conclusion, the institution's Performance Appraisal System ensures compliance with UGC and government standards, contributing to the development and growth of both teaching and non-teaching staff through comprehensive evaluations and transparent promotion processes.

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

6.4 - Financial Management and Resource Mobilization

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

The institution maintains financial integrity through regular internal and external audits. Internal audits are conducted by a Chartered Accountant, ensuring proper recording and verification of daily transactions. Gandhi & Sons, an accounting firm, assists in this process. An annual internal audit is conducted before July 31st by an authorized chartered accountant.

External audits are performed by the Auditor General, Nagpur, and the Joint Director of Higher Education, Amaravati. They scrutinize various financial aspects, including cash books, ledger books, fees, vouchers, and more. The auditors prepare a trial balance and a payment description.

The audited financial report is presented at the CDC and the annual general meeting for approval, and all reports are uploaded to the institute's official website. The audit accounts are submitted to the Joint Director's office annually, and any objections raised are addressed.

Notably, the institution's commitment to financial integrity persisted during the 2020-21 academic session, despite the challenges posed by the Covid-19 pandemic. This dedication

ensured continuous monitoring and compliance with financial regulations, emphasizing the institution's responsible financial management even during uncertain times.

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

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

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

00

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

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

The institution had a systematic approach to fund mobilization and resource utilization. This involved coordination between various committees, department heads, and the accounts office, all operating under specific rules.

Sources of funds primarily included student tuition fees, a salary grant from the State Government, and grants from the UGC for infrastructure, learning resources, and research projects.

A finance committee oversaw fund allocation for various expenses, while a purchase committee handled equipment and infrastructure procurement. The principal, finance, and purchase committees, along with the accounts department, ensured expenses stayed within budget.

The institution followed a budgeting process involving the

Principal, Heads of Departments, and accountants, with input from the CDC and management. UGC funds were monitored by a dedicated committee.

Regular audits, both internal and external, certified financial statements.

The physical infrastructure was optimally used for various activities beyond regular hours.

During the COVID-19 lockdown in the 2020-21 academic session, specific rules were established to manage funds effectively and adapt to remote learning, safety measures, and student and staff support, ensuring the continuity of education in a safe manner. These rules aimed to prioritize fund allocation to best serve the educational community during those unprecedented times.

File Description	Documents
Paste link for additional information	Nil
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

Amid the stringent COVID-19 lockdown in the academic year 2020-21, the institution faced unprecedented hurdles. The Internal Quality Assurance Cell (IQAC) emerged as a crucial player, diligently ensuring the continuity and effectiveness of education. In response to disrupted traditional teaching methods, the IQAC swiftly adapted, playing a pivotal role in maintaining and improving academic quality.

The IQAC led the charge in transitioning to remote learning, employing innovative approaches to uphold educational standards. It facilitated the seamless integration of technology, fostering effective communication between students and educators. The cell actively monitored and evaluated online teaching methods, promptly addressing any emerging issues. Proactively implementing and overseeing tailored quality assurance policies, the IQAC focused on navigating the challenges posed by the pandemic.

These policies encompassed ensuring the availability and

functionality of online learning platforms while creating equitable assessment methods for virtual environments. The IQAC meticulously tracked policy implementation through periodic evaluations of online teaching effectiveness. Regular communication with stakeholders, including students, faculty, and administrators, fostered transparency and facilitated swift problem resolution.

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

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 institution, guided by its IQAC, responded effectively to the COVID-19 lockdown in the 2020-21 academic session. It concentrated on enhancing teaching methods, operational processes, and learning outcomes, ensuring high-quality education amidst unprecedented disruptions.

The IQAC, responsible for ensuring educational excellence, oversaw various academic and administrative functions. It conducted regular assessments during the lockdown's impact on teaching and learning, scrutinizing the shift from traditional to remote teaching. Content delivery, student engagement, and technology utilization were fine-tuned based on feedback.

Operational structures like administrative workflows were reevaluated to ensure efficient functioning. Roles were redefined, digital solutions implemented, and resource allocation reconsidered.

The IQAC monitored student achievement of learning goals, offering faculty development programs and assessment strategies to maintain academic standards. All activities adhered to regulatory norms and guidelines from government authorities and the affiliating university, considering pandemic-related challenges.

Comprehensive records were maintained, leading to detailed reports shared with the institution's leadership and

stakeholders. These reports guided decision-making and continuous improvement.

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

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

D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	No File Uploaded
Upload any additional information	No File Uploaded
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 institution faced unique challenges in promoting gender equity due to the government-imposed COVID-19 pandemic lockdown throughout the entire academic session 2020-21. Many measures were initiated by the institutions to address the issue.

- ○ The institution worked to ensure that online learning platforms were accessible to all students, regardless of

gender.

- **Recognizing that gender roles and responsibilities often shifted during lockdowns, institutions introduced flexible schedules for classes and assignments to accommodate students varied domestic and caregiving responsibilities.**
- **The institution offered mental health resources to students, with a particular focus on addressing the emotional well-being of female students who may have experienced increased stress during the lockdown.**
- **Virtual support groups and forums (ICC) were established to create a sense of community and provide a platform for students to discuss gender-related issues and share experiences.**
- **The institution ran awareness campaigns and workshops on gender equality and gender-based violence prevention, encouraging dialogue on these topics among students.**
- **Financial support in the form of free admission was offered to female students who faced economic hardships due to the pandemic, ensuring their continued education.**
- **The Institution set up feedback mechanisms to allow students to express concerns related to gender equity and the challenges they faced during the lockdown, enabling institutions to adapt and improve their support systems.**

These measures aimed to promote gender equity in education, recognizing that the lockdown had disproportionately affected different gender groups and that proactive steps were necessary to ensure equal access and opportunities for all students.

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	(1) College Campus was covered with Concrete Wall Compound. (2) On the Occasion of Woman's day ICC organized "Digital Technology and Innovation for Gender Equity" and Mahila Sammelan v Sva savarakshan Training Program. (3) CCTV Surveillance. (4) Frequent Visit of Damini Pathak of Police Department

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy	**D. Any 1 of the above**

Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

File Description	Documents
Geo tagged Photographs	[View File](#)
Any other relevant information	**No File Uploaded**

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 institution implements robust waste management practices covering various types of waste.

Solid Waste Management: The institution effectively manages solid waste by segregating materials at the source, collecting them regularly, and selling recyclables such as plastic, metals, glass, cardboard, newspapers, and stationery to authorized vendors. It promotes a nearly paperless environment through digitization, encouraging the reuse of one-sided printed paper. Biodegradable waste is utilized for vermicomposting, and strategically placed dustbins facilitate waste segregation across the campus.

Liquid Waste Management: Wastewater is efficiently transported through pipelines.

Biomedical Waste Management: Although biomedical waste on campus is minimal, safe disposal practices are adopted. Items like cotton gauze, bandages, and textiles are disposed of alongside degradable waste, while sanitary napkins are incinerated.

E-waste Management: Faulty electronic gadgets are repaired, and components are reused for practical demonstrations or student projects. Students are educated about e-waste issues, and disposal occurs annually.

Waste Recycling System: While the college lacks a comprehensive waste recycling system, paper waste is sold for recycling, vermicomposting is utilized for solid waste, and liquid waste is repurposed for garden irrigation.

Hazardous Chemicals and Radioactive Waste: The campus is free

from radioactive waste. Chemical waste from the Chemistry lab, including heavy metal solutions, corrosive liquids, and organic solvents, is safely disposed of through pipelines to designated pits. Disposal of hazardous chemical waste is carried out through pipelines to designated pits.

During COVID-19 lockdowns, institutions managed waste efficiently, implementing strict protocols for disposal to maintain hygiene and prevent environmental hazards.

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	B. Any 3 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	C. Any 2 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	No File Uploaded

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	B. Any 3 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Geo tagged photographs / videos of the facilities	[View File](#)
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

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 prioritized inclusivity by fostering tolerance, harmony, and acceptance of diverse backgrounds, encompassing culture, region, language, community, society, and economics.

It implemented several significant initiatives, including online lectures on diversity and equity to create a respectful virtual learning environment.

Moreover, mental health support services were expanded to cater to the varying coping mechanisms of students, providing online counselling and resources.

The institution also offered flexible learning options to accommodate diverse schedules and time zones, allowing students to choose between synchronous and asynchronous learning.

Additionally, the institution actively engaged in outreach programs, such as food drives and medical supply donations, to support local communities during the pandemic, emphasizing communal responsibility.

Open communication channels were established to address concerns, share experiences, and provide suggestions for improvement, ensuring a platform for student and staff voices.

Anti-discrimination policies were reaffirmed and reinforced to prevent discrimination based on various backgrounds.

The institution facilitated economic support for marginalized

communities, ensuring access to healthcare and essential services regardless of cultural, regional, or linguistic backgrounds. These initiatives aimed to foster solidarity and understanding during challenging times, emphasizing the importance of unity in diversity amidst the pandemic.

Through these efforts, the institution aimed to create a secure, inclusive, and harmonious educational environment, promoting diversity, and tackling challenges posed by the stringent lockdown due to COVID-19 pandemic. This showcased institution's resilience and dedication to the well-being and success of their students and staff.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Throughout the entire academic session 2020-21, during the government-imposed Covid-19 lockdown, there was a significant focus on sensitizing students and employees of the institution to their constitutional obligations. This involved educating them about the fundamental values, rights, duties, and responsibilities of citizens as outlined in the country's constitution.

Given the unique circumstances of the pandemic, the institution recognized the need to foster a deeper understanding of citizenship and civic responsibility among the employees and students. This included highlighting the importance of adhering to public health guidelines, practicing social responsibility, and supporting government efforts to control the spread of the virus.

Through various online and remote teaching methods, the institute aimed to instill these constitutional values and principles in the students and staff, emphasizing the collective duty to protect public health and uphold the rights and responsibilities enshrined in the constitution.

This sensitization process has been essential in fostering a sense of unity and shared responsibility during these challenging times.

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

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 | **C. Any 2 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The institution actively celebrates numerous national and international commemorative days, cultural festivals, and events throughout the year.

- **Independence Day on August 15th signifies India's freedom**

from British rule, marked by cultural events and flag-hoisting ceremonies.

- Republic Day on January 26th commemorates the adoption of India's constitution with flag ceremonies, parades, and academic recognitions.
- National Constitution Day on November 26th includes activities like "Run for Equality" and guest lectures on civic duties.
- National Youth Day (Jan 12) celebrates Swami Vivekananda with processions, lectures, and sports. National Sports Day (Aug 29) honors Major Dhyanchand, highlighting sports. National Science Day (Feb 28) commemorates Sir C. V. Raman, promoting science. National Voters' Day (Jan 25) encourages youth participation. Teachers' Day (Sep 5) honors Dr. Sarvopalli Radhakrishnan with quizzes and debates
- International observances such as Women's Day on March 8th and Yoga Day on June 21st are also celebrated, promoting health and equality.
- International Non-Violence Day and Swachhta Diwas on October 2nd promote Gandhi's ideals with debates and rallies.
- Events like International Earth Day and World Environment Day highlight environmental protection.
- World Blood Donor Day on June 14th raises awareness through blood donation camps.
- World Wildlife Day on March 3rd raises awareness about wildlife conservation.
- Kisan Diwas celebrates former Prime Minister Chaudhary Charan Singh's birth with debates and rallies on farmers' issues.

Despite the pandemic, Independence Day and Republic Day were the only events celebrated offline during the 2020-21 academic session.

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.

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Title: Staff contributions to Chief Minister's Relief Fund amid
COVID-19 lockdown.....

Objectives: Varied goals encompassed aiding affected individuals,
aligning with government relief efforts, promoting social
responsibility, and underscoring the institute's commitment to
societal welfare.

Context: In response to the pandemic, our institute initiated a
community outreach supporting the Chief Minister's Relief Fund.

Practice: Emphasizing teamwork, empathy, transparency, and
collective responsibility, it addressed challenges like staff
financial constraints and remote work complicating fundraising.

Success Evidences: 82 employees contributed Rs. 8,56,463
highlighting the practice's effectiveness.

Challenges and Resources:

   • Financial constraints for pandemic affected employees.
   • Varying capacities led to potential inequality.
   • Reluctance and differing
   • Sentiments caused workplace tension.
   • Utilized communication channels.


Title: Community Outreach for COVID-19 Relief during
Lockdown......

Objectives:

   • Promote social responsibility and awareness.
   • Address local pandemic needs.
   • Support healthcare with essential equipment.
   • Foster unity in the academic community.
   • Encourage healthy practices among students.

Context:

   • Addressed lockdown challenges.
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- Focused on physical presence limitations.
- Ensured safety protocols and emphasized digital access.
- Organized donations to meet community needs.

Practice:

- Implemented tree planting and water conserving dam.
- Distributed masks, sanitizers, and food.
- Raised Rs. 66,000 for medical equipment.
- Celebrated Online International Yoga Day.

Evidences of Success:

- Engaged 649 students in community service and a COVID-19 quiz.
- Raised funds for medical equipment.

Challenges and Resources:

- Virtual engagement limits.
- Social distancing and distribution logistics.

File Description	Documents
Best practices in the Institutional website	https://www.amolakchandmahavidyalaya.ac.in/admins/upload_files/39294-best_practice_2020_2021.pdf
Any other relevant information	Nil

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

The institution offers a diverse array of programs spanning Humanities, Commerce, Science, and Technology. It boasts recognized Research Centres, an extensive library, and an NCC unit, providing abundant opportunities for academic and personal development.

During the Covid-19 lockdown, the Institution demonstrated remarkable adaptability and flexibility, particularly in the area of online education. Its performance in this area was notably exceptional. With a clear emphasis on technological integration

and remote learning, the institution swiftly transitioned to virtual learning environments.

Employing robust virtual platforms, faculty members adeptly adjusted their teaching methodologies, engaging students through interactive online lectures, virtual labs, and discussion forums. The institution's unwavering focus on innovation and research was evident through successful virtual symposia and conferences.

Recognizing the importance of student support, the institution bolstered its online counselling services to address individual needs despite physical constraints. Additionally, its efficient assessment strategies were tailored for online exams, maintaining the integrity of evaluations.

The government of Maharashtra acknowledged the institution as a district counselling centre, tasked with addressing challenges related to university examinations and travel.

In the face of adversity, the institution excelled in its commitment to providing seamless, technology-driven education. Its adaptive approach and dedication to quality underscored its flexibility and commitment to preparing students for the demands of an ever-changing world.

File Description	Documents
Appropriate web in the Institutional website	[View File](#)
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

- To implement sustainable hybrid learning models that combine in-person and online education to ensure flexibility and adaptability.
- To invest in and integrate advanced educational technologies to enhance remote learning experiences and facilitate effective communication.
- To prioritize and enforce robust health and safety protocols to ensure a secure environment for students, faculty, and staff.
- To develop comprehensive crisis management plans to address any future disruptions, ensuring a smooth transition between different modes of learning.
- To expand mental health services and support systems to

address the emotional well-being of students and faculty affected by the pandemic.

- To foster collaboration and partnerships to facilitate knowledge exchange and collaborative research initiatives.
- To strengthen institutional infrastructure, including IT systems and online platforms, to withstand potential challenges and ensure continuity in education.
- To review and adapt admission policies to accommodate students who may have faced educational disruptions during the pandemic.
- To enhance community engagement initiatives to foster a sense of belonging, support, and inclusivity among students, faculty, and staff.
- To forge MOUs and collaborations with prestigious research institutes and industries through virtual platforms.
- Organize online social interaction events that allowed students to connect virtually with their peers and society.
- Organize guest lectures, workshops, and seminars virtually, covering a range of topics including gender sensitization and women's empowerment.