YEARLY STATUS REPORT - 2022-2023

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 amyt1401@sgbau.ac.in

- Address Godhani Road, Umarsara

- 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 — **Prof. Devidas S. Chavhan**

- Phone No. — **07232244687**

- Alternate phone No. — **9028618156**

- Mobile — **7020984503**

- IQAC e-mail address — **iqacamvytl@gmail.com**

- Alternate Email address — **devidasschavhan@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year)

https://amolakchandmahavidyalaya.ac.in/admins/upload_files/90825-aqar_2021_2022.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/69835-academic_calender_2022_2023.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
Faculty	Rajiv Gandhi Science and Technology Commission, Govt. of Maharashtra.	Rajiv Gandhi Science and Technology Commission, Govt. of Maharashtra.	2022 Duration 2 Years	500000

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   3

- 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)

Faculty members and researchers published 24 research papers in various national and international journals, attended conferences, and published 10 books and chapters in books.

The institute conducted Plastic Eradication Mission, Blood donation, Health Checkup and Stop Cancer- Cancer Awareness Programme.

Departments of institute organized a guest lectures on various topics

The institute organized Environmental Awareness Quiz, Special Yoga

Camp and International Yoga Day.

The institute organized Workshops on CBCS-NEP, NRQET and Urja strotanche sanvardhan v paryavaran purak jeevanshailee

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.	(1) Faculty members and researchers published 24 research papers in various national and international journals, attended conferences, and published 10 books and chapters in books. (2) The institute signed MOUs with Research and Academic institute. (3) Research Grant of Rs. 5.00,000/- sanctioned from Rajiv Gandhi Science & Technology Council Mumbai.
To enhance/increase laboratory equipment and computers.	The institute purchased laboratory equipment worth Rs. 24,49807/- during the academic session 2022-23.
To organize workshops/training programs/ lectures/Quiz.	(1) Workshops on Choice based Credit System-National Education Policy-2020. (2) Department of Zoology organised A guest lecture on Overview of Mitosis & Meiosis, Basic concept of Genes, Diversity of Birds and Spider Diversity. (3) Department of Physics organised A guest lecture on Recent Advances in Nanoscience's & Role of start-up in Indian context. (4) A guest lecture on Thermodynamic Chemistry was organized by the Chemistry Department. (5) The institute organised an Environment Awareness Quiz. (6) Workshop on Soft Skill Development. (7) Workshop on

	NRQET.
To organize social outreach activities.	The institute Organized (1) Tree plantation. (2) Short Tour to Oxygen Park (3) Wildlife week (4) Plastic Eradication Mission (5) Special yoga camps, (6) Vanrai bandhara (7) Technical farming guidance, (8) Women's conference and self-defense training, (9) Organic farming guidance, (10) Village cleanliness, (11) Health checkup & blood donation camp, (12) International Yoga Day, (13) Poshak Aahar vatap (14) Ghar Tiranga Rally, (15) Visit to andh nivasi Vidyalaya

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

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	**amyt1401@sgbau.ac.in**
• Address	**Godhani Road, Umarsara**
• City/Town	**Yavatmal**
• State/UT	**Maharashtra**
• Pin Code	**445001**
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• 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	**Prof. Devidas S. Chavhan**

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NAAC guidelines	
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	(6) Vanrai bandhara (7) Technical farming guidance, (8) Women's conference and self-defense training, (9) Organic farming guidance, (10) Village cleanliness, (11) Health checkup & blood donation camp, (12) International Yoga Day, (13) Poshak Aahar vatap (14) Ghar Tiranga Rally, (15) Visit to andh nivasi Vidyalaya

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
2022-2023	28/02/2024

15.Multidisciplinary / interdisciplinary

Our institute encompassed faculties of Humanities, Commerce, and Science & Technology, offering a diverse range of courses. 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.

In response to the transformations outlined in the National Education Policy (NEP), a dedicated committee was formed by the affiliating university to adapt and reorganize existing programs and courses. Additionally, the institute provided ample research opportunities across all three faculties, offering PhD programs in eight subjects. The 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 offered three undergraduate programs with a choice of 16 subjects, ten postgraduate programs, and eight research programs. Furthermore, our Parent Institution operated a Multidisciplinary Law College.

This unique blend of core subjects and interdisciplinary approaches aimed to provide students with diverse career prospects. With this strong foundation, we explored the potential to transform into Teaching, aligning with the vision outlined in the NEP 2020.

16. Academic bank of credits (ABC):

Our institute was affiliated with Sant Gadge Baba Amravati University, Amravati, and hence we were obligated to adhere to the courses, syllabi, and other regulations mandated by the university. The affiliating university had introduced ABC for affiliating colleges from the academic session 2022-24.

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 extended to the Undergraduate level from the academic session 2022-23.

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 encouraged students to register for the ABC to further enhance their academic experience.

17. Skill development:

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), aiming to enhance 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 both public and private sector investments in higher education. This strategy promoted alternative approaches like open and distance learning, along with the introduction of Massive Open Online Courses (MOOCs) to empower students to develop 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 curricula, including the selection of specific subjects. Throughout that period, the institute also organized various educational events:

- On September 17, 2022, a workshop on CBCS-NEP was conducted.
- On December 9, 2022, a District level Aavishkar: Students Research Convention was organized.
- On December 6, 2022, a training program on YUVA SANSAD was organized.
- On February 26, 2023, a one-day workshop for students on "Laghu Udyog- Gramin Vikasacha Kendrabindu" was conducted.
- From November 23 to 26 2022 a Workshop on " Soft Skill Development " for students was organized.

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

The appropriate integration of the Indian knowledge system encompassed several crucial components aimed at effectively leveraging indigenous wisdom, culture, and language within educational frameworks, particularly through online courses.

Firstly, incorporating teaching in Indian languages fostered inclusivity, allowing learners to grasp concepts more effectively by utilizing their native tongue. Many students did not have English as their first language, and the 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. This approach not only enhanced understanding but also preserved linguistic diversity and cultural heritage.

Furthermore, integrating Indian cultural elements into the curriculum enriched the learning experience, instilling pride and appreciation for India's rich cultural tapestry. 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. This involved incorporating historical narratives, philosophical concepts, traditional practices, and artistic expressions into course content.

Moreover, structuring online courses to align with Indian pedagogical methodologies ensured relevance and resonance with learners' cultural context. Incorporating interactive and collaborative learning techniques, storytelling traditions, and experiential learning opportunities enhanced engagement and retention among learners.

Overall, the appropriate integration of the Indian knowledge system in online courses not only facilitated effective learning but also contributed to the preservation and promotion of India's diverse linguistic, cultural, and intellectual heritage. It fostered a holistic approach to education that honored indigenous knowledge systems while preparing learners for the challenges of the modern world. 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 translate vocational courses and value-added online courses into the regional language. They were suggested to write scientific articles in local newspapers and deliver popular science lectures in regional languages. The courses were designed for the promotion and improvement of local skills in the local language. The regional and local arts and crafts were promoted through the entrepreneurship cell of the college. Some parts of the syllabi of subjects like Botany, Yogashashtra, Psychology, 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):

Outcome-Based Education (OBE) revolutionized education by focusing on specific learning outcomes for students and tailoring instruction to achieve these goals. Unlike traditional methods, OBE ensured students acquired essential knowledge and skills for their chosen fields. Emphasizing measurable outcomes, educators aligned teaching and assessment strategies to track student progress effectively. OBE's student-centered approach empowered learners to set goals, monitor progress, and reflect on experiences, fostering ownership and motivation.

Flexibility was integral to OBE, accommodating diverse learning needs and styles. Customized learning experiences allowed students to demonstrate mastery in various ways, while additional support ensured no one was left behind. Overall, OBE aimed to cultivate active, self-directed learners capable of real-world application.

In the academic year 2022-23, without Covid-19 disruptions:

- Hands-on learning initiatives like those in NEP-2020 could have flourished, enabling practical engagement and real-world application.
- Research-based internships with industries could have proceeded smoothly, enhancing practical experience and industry exposure.
- Community engagement would have been facilitated, fostering social responsibility and broader perspectives.
- Events such as Tech-Fests and Science Fairs could have returned to in-person formats, allowing students to showcase creativity.
- Research and intellectual property creation would have progressed without delays, ensuring continuous innovation.
- Research internships with faculty would have provided students with exposure to cutting-edge research.
- Traditional assessment methods would have been feasible, enabling effective measurement of program outcomes.

In summary, OBE offered a dynamic educational approach that, in a non-disrupted academic environment, would have maximized student engagement, practical application, and holistic learning outcomes.

20.Distance education/online education:

During the academic session of 2022-23, distance education or

online education was implemented through various digital platforms and strategies:

- WhatsApp Groups for Each Subject: To facilitate communication and resource sharing, WhatsApp groups were created for each subject. In these groups, notes, study materials, and video links were uploaded for easy access by students.
- Lectures on Zoom and Google Meet: Teachers utilized video conferencing tools like Zoom, Teachmint and Google Meet to deliver lectures. This ensured continuity in learning despite physical barriers.
- Virtual Experiments in Electronics Department: The Department of Electronics adapted to the online environment by conducting experiments virtually. This innovative approach allowed students to engage in practical learning remotely. Additionally, the department organized two lectures per week, providing ample opportunities for theoretical understanding, and students were also required to deliver online PowerPoint presentations, fostering their presentation skills in the virtual space.

Overall, these initiatives demonstrate the adaptation of traditional educational methods to the online format, ensuring continued learning and engagement during the academic session of 2022-23.

Extended Profile

1.Programme

1.1   **379**

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

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

2.Student

2.1   **3197**

Number of students during the year

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

2.2   **2780**

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

File Description	Documents
Data Template	[View File]()

2.3   **1200**

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	[View File]()

3.Academic

3.1   **56**

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

Extended Profile

1.Programme

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

File Description	Documents
Data Template	View File

2.Student

2.1	**3197**
Number of students during the year	

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Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1	**56**
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	**View File**

4.Institution	
4.1 Total number of Classrooms and Seminar halls	**24**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**35.14**
4.3 Total number of computers on campus for academic purposes	**99**

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

Effective curriculum delivery was a cornerstone of any educational institution, and it was crucial for fostering student learning and success. The institution's commitment to ensuring this process was evident through a well-documented framework. This documentation served as a roadmap that guided educators in implementing the curriculum a systematic and organized manner.

- **A robust curriculum delivery process began with the clear definition of learning objectives, aligning them with educational standards and the institution's overall goals. This initial step provided a foundation for the development of instructional materials and methodologies. The institution's documentation transparently articulated these components, ensuring that educators had a comprehensive understanding of what was expected in terms of content coverage, teaching methods, and assessment**

strategies.

- Additionally, the documentation addressed the adaptability of the curriculum to cater to diverse learning styles and student needs. This inclusivity fostered a dynamic and engaging learning environment. Regular updates and revisions to the documentation were also crucial to accommodate advancements in educational pedagogy and changes in the academic landscape.

- Furthermore, the institution provided mechanisms for ongoing professional development to equip educators with the necessary skills and knowledge to effectively implement the curriculum. This commitment to professional growth contributed to the overall success of curriculum delivery.

In summary, an institution's dedication to effective curriculum delivery was demonstrated through a well-documented process that encompassed clear learning objectives, adaptable instructional strategies, and continuous improvement through updates and professional development.

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)

The commitment of the institute to adhere to the academic calendar, encompassing the implementation of Continuous Internal Evaluation (CIE), was pivotal in fostering a conducive learning environment. The academic calendar served as the temporal framework that orchestrated the various educational activities, ensuring a structured and organized approach to the dissemination of knowledge.

- Within this framework, the incorporation of Continuous Internal Evaluation held particular significance. CIE involved the ongoing assessment of students throughout the academic term, offering a dynamic and comprehensive understanding of their progress. This method diverged from traditional examinations, providing a more nuanced evaluation by considering students' performance over time

rather than relying solely on endpoint assessments.

- By adhering to the academic calendar and integrating CIE, an institution demonstrated a commitment to holistic student development. This approach not only cultivated a deeper understanding of the subject matter but also encouraged consistent engagement and effort from students. The regularity of assessments under CIE served as a motivational factor, prompting students to maintain a consistent level of academic rigor.

Moreover, the incorporation of CIE aligned with contemporary pedagogical practices that emphasized continuous learning and skill development. It facilitated timely feedback, allowing both educators and students to address areas of improvement promptly. Ultimately, the synergy between adherence to the academic calendar and the implementation of CIE contributed to the overall quality of education within the institution, fostering an environment conducive to academic excellence and continuousimprovement.

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 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

B. Any 3 of the above

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

1.2 - Academic Flexibility

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

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

7

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
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)

0

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

0

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

The integration of crosscutting issues into the curriculum was a pivotal aspect of fostering a well-rounded education. In addressing professional ethics, educational institutions aimed to instil a strong moral compass in their students, preparing them for ethical dilemmas they might encounter in their professional journeys. By incorporating discussions and case studies on ethics within the curriculum, students developed critical thinking skills and an understanding of the ethical implications of their actions.

- **Gender considerations were an essential component of a modern curriculum. Institutions that integrated gender-related topics into their courses contributed to the creation of a more inclusive and equitable society. This involved exploring the role of gender in various fields, dismantling stereotypes, and promoting diversity. Such initiatives not only empowered students to challenge existing norms but also prepared them for workplaces that increasingly valued diversity and inclusion.**
- **The inclusion of human values in the curriculum ensured that students developed a sense of empathy, responsibility, and social consciousness. Education became a transformative experience when students not only acquired academic knowledge but also internalized values that shaped their character and behaviour.**
- **Environmental sustainability was a pressing global concern, and educational institutions played a crucial role in addressing it. Integrating environmental issues into the curriculum equipped students with the knowledge and skills to contribute to sustainable practices in their personal and professional lives. This proactive approach aligned education with the urgent need for environmentally conscious decision-making.**

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

0

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

24

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

C. Any 2 of the above

institution from the following stakeholders
Students Teachers Employers Alumni

File Description	Documents
URL for stakeholder feedback report	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/47389-students_feedback_session_2022_23.pdf
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   **C. Feedback collected and analyzed**

File Description	Documents
Upload any additional information	**No File Uploaded**
URL for feedback report	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/47389-students_feedback_session_2022_23.pdf

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

3197

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

2930

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

In the pursuit of providing a tailored and inclusive education, the institute implemented a comprehensive strategy to recognize the diversity in learning capabilities among students. The institution took proactive measures to assess individual learning levels. Through various assessment tools and methods, such as standardized tests, classroom performance evaluations, and teacher observations, the institution gained insights into the unique strengths and challenges of each student.

- For advanced learners, the institution initiated specialized programs designed to further enrich their educational experience. These programs encompassed advanced coursework, specialized projects, and extracurricular activities that catered to the intellectual curiosity and accelerated pace of these students. This not only kept advanced learners engaged but also fostered an environment that nurtured their potential for academic excellence.
- Simultaneously, for slow learners, the institution implemented targeted interventions to address their specific needs. Individualized learning plans, additional tutoring sessions, and differentiated teaching strategies were employed to provide the necessary support and scaffolding for these students. This approach aimed to ensure that every student, regardless of their pace of learning, had access to an education that met them at their current level and facilitated their progress.

In essence, through the thoughtful assessment of learning levels and the implementation of specialized programs, the institution demonstrated its commitment to fostering an inclusive educational environment that recognized and catered to the

diverse learning needs of all students. This approach not only enhanced the overall educational experience but also contributed to the holistic development ofeachstudent.

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

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

Number of Students	Number of Teachers
3197	**56**

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

In the realm of education, adopting student-centric methods was crucial for fostering effective and meaningful learning experiences. One prominent approach was experiential learning, where students engaged in hands-on activities that enabled them to directly apply theoretical knowledge. This method not only deepened their understanding but also cultivated critical thinking and practical skills.

- **Participative learning was another valuable strategy that emphasized the active involvement of students in the learning process. Through discussions, group projects, and collaborative activities, students developed communication skills, teamwork, and a broader perspective on various subjects. This method not only encouraged peer-to-peer learning but also nurtured a sense of shared responsibility within the academic community.**
- **Problem-solving methodologies constituted an integral part of student-centric approaches, empowering learners to tackle real-world challenges. By presenting students with authentic problems, educators stimulated analytical thinking, creativity, and adaptability. This not only**

prepared students for the complexities of professional
life but also instilled a proactive mindset that extended
beyond the confines of the classroom.

In essence, the incorporation of experiential learning,
participative learning, and problem-solving methodologies
signified a paradigm shift from traditional teacher-centered
instruction to a more dynamic and engaging educational
environment. These methods not only catered to diverse learning
styles but also fostered a sense of ownership and autonomy among
students, ultimately enhancing their overall educational
journey. Embracing these student-centric approaches ensured that
education went beyond mere assimilation of facts, encouraging
the development of well-rounded individuals capable of
navigating the challenges of themodernworld.

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

In the contemporary educational landscape, the integration of
Information and Communication Technology (ICT) became a pivotal
aspect of fostering an effective teaching-learning process.
Teachers, recognizing the transformative potential of ICT,
increasingly incorporated various digital tools to enhance their
pedagogical practices. This paradigm shift was evident in the
utilization of ICT-enabled tools, a crucial facet of educational
methodologies.

- These tools encompassed a diverse array of technologies,
  ranging from interactive whiteboards and multimedia
  presentations to educational software and online
  resources. By leveraging these tools, teachers could
  create dynamic and engaging learning environments,
  catering to diverse learning styles. The interactive
  nature of ICT-enabled tools facilitated active
  participation, fostering a more inclusive and
  collaborative educational experience.
- Moreover, the integration of such tools enabled teachers
  to personalize instruction, addressing individual learning

needs. Adaptive learning platforms and educational apps provided opportunities for students to progress at their own pace, ensuring a customized learning journey. This adaptability was particularly beneficial in catering to the diverse academic abilities within a classroom.

- Furthermore, ICT tools facilitated real-time assessment and feedback mechanisms, allowing teachers to gauge student comprehension instantly. This timely feedback loop empowered educators to refine their teaching strategies and address any misconceptions promptly, promoting a more effective learning trajectory.

In essence, the incorporation of ICT-enabled tools signified a commitment to innovative and student-cantered education. It not only modernized the teaching-learning process but also equipped students with the digital literacy skills essential for the 21st century workforce

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	No File Uploaded

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

52

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

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

56

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

38

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

797

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

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and

mode. Write description within 200 words.

The institute adopted a transparent and robust mechanism of internal assessment. This mechanism referred to the process by which a system evaluated students' progress and performance within an educational institution. A transparent and robust mechanism of the institute ensured that the evaluation was fair, consistent, and effectively measured students' understanding and skills.

The criteria for internal assessment, including grading rubrics, evaluation methods, and weightage of different components, were clearly communicated to students at the commencement of the academic session. This clarity helped students understand how they were being assessed and what was expected of them.

The internal assessments were conducted regularly throughout the academic term, providing multiple opportunities for students to demonstrate their learning progress.

Additionally, a variety of assessment methods were employed, such as written exams, projects, presentations, group discussions, seminars, industry visits, report writing, and practical demonstrations. This diversified approach accommodated different learning styles and ensured that students were evaluated on a range of skills beyond just memorization or test-taking abilities.

The statement of marks of internal assessment were displayed on notice boards of the Departments, and grievances, if any, were resolved by the teacher in-charge, Head of the department, and the students' grievances redressal committee. The transparent and robust internal assessment helped to identify slow and advanced learners.

In summary, a transparent and robust mechanism of internal assessment fostered fairness, accountability, and holistic evaluation within an educational institution, ultimately supporting student learning and success.

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

In the academic session 2022-23, the institution has implemented a robust mechanism to address internal examination-related grievances, ensuring transparency, timeliness, and efficiency. This system has been designed to provide students with a structured platform to voice their concerns regarding examinations.

- Transparency is a cornerstone of this mechanism, with clear guidelines and procedures communicated to students. The criteria for filing grievances, along with the subsequent processes and possible outcomes, are readily available to all. This ensures that students understand how the system operates and fosters a sense of openness.
- The mechanism is not only transparent but also time-bound, acknowledging the importance of prompt resolution. Grievances are addressed within stipulated timeframes, preventing unnecessary delays and allowing students to receive timely responses. This commitment to time efficiency enhances the overall effectiveness of the system, contributing to a positive and supportive academic environment.
- Furthermore, the efficiency of the mechanism is underscored by its ability to effectively redress grievances. The institution has established a dedicated team responsible for handling internal examination-related concerns, equipped with the expertise to assess and resolve issues in a fair manner.

In conclusion, the institution's approach to dealing with internal examination-related grievances in the academic session 2022-23 reflects a commitment to transparency, timeliness, and efficiency. By fostering a culture of open communication and providing a swift and fair resolution process, the institution aims to create an environment where students feel heard and supported in their academicpursuits.

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.

Effective communication of program and course outcomes is crucial for a conducive learning environment. Teachers use these outcomes as a guiding framework, aligning their methods with intended goals. This alignment ensures consistency across courses and levels. Students, benefiting from a clear understanding of outcomes, gain a roadmap for their academic journey, promoting engagement and accountability. Informed students set realistic goals and make informed career decisions.

- The institute formulates program outcomes, reflecting its vision and mission, considering academic excellence, research, extension activities, values, and job market trends. Alumni and stakeholders' suggestions are considered. Departments, with course teachers, formulate course outcomes. Program-specific outcomes align with the program's vision and mission.
- Students learn about outcomes and assessment strategies during orientation programs, with materials available on the institution's website. Tutorial meetings and handouts convey outcomes, and notice boards display them. In the science stream, outcomes are included in laboratory manuals.
- Disseminating outcomes cultivates transparency and accountability, fostering a shared understanding among stakeholders for a collaborative learningenvironment.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/65164-2.6.1-supporting-docs.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	Nil

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

512

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
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)

https://amolakchandmahavidyalaya.ac.in/admins/upload_files/56919 -students_satisfaction_survey_2022_2023.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

5

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

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

3.1.2.1 - Number of teachers recognized as research guides

15

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

1

File Description	Documents
List of research projects and funding details (Data Template)	[View File](#)
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	[View File](#)
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 institute's commitment to fostering innovation was

exemplified through the establishment of a comprehensive ecosystem that cultivated creativity and knowledge exchange. At its core, this initiative aimed to provide a fertile ground for groundbreaking ideas to flourish.

- The institution strategically designed programs and platforms that not only encouraged the generation of innovative concepts but also facilitated the seamless transfer of knowledge across various domains. Numerous initiatives within the institution underscored its dedication to innovation. Collaborative spaces, such as innovation labs and research centres, were set up to serve as hubs for interdisciplinary collaboration. These spaces brought together researchers, scholars, and students from diverse backgrounds, fostering an environment where different perspectives converged to spark innovative solutions.
- Furthermore, the institute had implemented structured knowledge transfer programs. These initiatives bridged 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 positivechange.

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

0

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

3.3 - Research Publications and Awards

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

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

0

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

24

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

10

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

Extension activities are crucial for holistic student development, engaging them in community initiatives and fostering responsibility and empathy towards societal issues. These endeavors leave a profound impact on participants and communities, serving as platforms to sensitize students to pertinent social issues.

One significant initiative, the Plastic Eradication Mission, addresses plastic pollution through campaigns and clean-up efforts, instilling environmental stewardship values in students.

Events like the "Run for Unity" and "Har Ghar Tiranga Rally" promote national unity and pride, emphasizing the importance of solidarity and inclusivity while celebrating India's diversity.

Awareness programs such as "Stop Cancer" and "Health Checkup Camp" prioritize public health education, benefiting both students and community members' well-being.

Civic engagement events like "National Voters Day" and "Sanvidhan Divas" encourage democratic participation and understanding of citizens' rights and responsibilities.

Initiatives like "Tree Plantation" and "Village Cleaning" underscore environmental conservation and community cleanliness, imparting lessons on sustainable living and welfare.

Programs promoting rural development and entrepreneurship, like "Lecture on Technical Farming" and "Small-Scale Industries,"

empower students to contribute to their village's economic growth.

In conclusion, extension activities serve as catalysts for students' holistic development, equipping them with essential skills, values, and perspectives to become responsible and empathetic citizens.

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

0

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

15

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

2120

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

0

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

4

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 institute offering 3 undergraduate and 9 post graduate programs in Arts, Commerce, and Science across two shifts, the institute features a total of 17 departments

- Incorporating well-ventilated classrooms, laboratories, an examination control room, seminar hall, common staff room, and a girl's common room equipped with sanitary facilities, the institute prioritizes student welfare. RO purified water coolers provided in the campus for safe drinking water.
- Additionally, it houses an NCC and NSS unit, an ICT-enabled IQAC, career guidance, training and placement, and social outreach cells.
- The Principal's cabin, administrative office, classrooms, laboratories, and library all benefit from internet connectivity, supported by 65 desktops, 7 LCD projectors, and a broadband connection, accessible to faculty and students at no extra cost. Specialized computer labs for the Computer Science and Commerce departments boast LAN-connected, updated, and antivirus-enabled PCs.
- The institute's auditorium, named after the late Shri. Vansantrao Naik, accommodates 500 chairs, providing a spacious and well-equipped venue for various events. The

library, partially automated with SOUL 3 software, features 5 desktops with an LCD projector, a reading room with broadband internet, and an extensive collection of over 70,000 books across diverse categories.

- Safety measures include security guards, CCTV cameras, fire extinguishers, and separate parking and toilets for staff, boys, and girls. Essential facilities for differently-abled students, such as medical first aid, ramps/rails, wheelchairs, walking sticks, and crutches, are meticulously maintained.

- Additionally, the institute offers a separate playground for outdoor sports, a well-equipped gymnasium, and a botanical garden enhancing the overall aesthetic appeal ofitspremises.

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 comprehensive facilities spanning cultural activities, sports, and games, including indoor and outdoor options, a gymnasium, and a yoga centre.

- Students are actively motivated to engage in diverse extra-curricular activities such as indoor and outdoor sports, cultural events, yoga, and debates, across intra-collegiate, inter-university, and district platforms. The institute offers exceptional sports amenities through a vast 5-acre playground accommodating various outdoor games and a 5720 sq. ft. multipurpose indoor games auditorium.

- The extensive playground facilitates activities like hockey, football, volleyball, cricket, basketball, and more. Additionally, the auditorium supports indoor games like badminton, table tennis, and chess. The gymnasium, covering 750 sq. ft., is equipped with instruments like tread-mills, dumbbells, and weight lifting equipment, providing students and staff with regular fitness opportunities.

- Beyond sports, the institute organizes cultural events, induction programs, farewell functions, traditional days and cultural programmes in NSS camp. Financial support and

> **facilities are extended to students participating in university-level cultural events, such as the "Youth Festival." To enhance personality and communication skills, the institute arranges debates, paper presentations, group discussions, and quiz competitions.**
> - **The celebration of International "Yoga Day" on June 21st involves active participation from students and staff. Physical education teachers demonstrate various yogasanas, elucidating the health benefits of yoga to enrich the overall well-being of the campuscommunity.**

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)

35.14

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 institute's library, spanning 151 m² on the first floor, is equipped with the Integrated Library Management System (ILMS) for automation. Under constant CCTV surveillance, it includes distinct reading and book stacking areas. Housing 72,500 books, 50 maps/charts, and 200 CDs/DVDs, it caters to diverse content needs, from textbooks to rare novels and research journals.

- **Offering partial open access, the library provides Wi-Fi, electricity backup, and Xerox facilities. SOUL 3.0 software governs library automation, incorporating features like email, barcodes, and smartphone support. For research scholars and teaching staff, internet access is available. The digital library, complemented by N-list, offers e-books, e-journals, and study materials.**
- **SOUL 3.0 manages housekeeping tasks like accession, classification, cataloging, and circulation. The barcode system streamlines processes, and the serial control unit handles subscriptions and periodical printing. The software undergoes annual updates and boasts a robust backup and recovery system.**
- **Initiated at the academic session's onset, library automation faced delays due to the complete Covid-19 lockdown. The institution, guided by an advisory committee, procures books and journals as per teaching staff recommendations.**
- **The library stands as a comprehensive hub for knowledge acquisition, embracing modern technology to enhance accessibility and efficiency.**

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)

1.539

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

32

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

4.3 - IT Infrastructure

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

The institution places a strong emphasis on consistently updating its IT facilities, including Wi-Fi, showcasing a dedicated commitment to technological advancement. This commitment manifests across various operational aspects of the institution:

- **Regular updates extend to critical software systems such as the Soul 3.0 LMS software in the library and the Dot soft ERP software in the student section, enhancing functionality, security, and efficiency.**
- **The deployment of CCTV cameras campus-wide not only monitors activities but significantly contributes to overall security.**
- **A biometric attendance system, featuring thumb scanners, ensures accurate tracking with regular software updates to maintain efficiency.**
- **The upgrade from a VSAT server to an optical fibre-based broadband line enhances internet connectivity, providing faster and more reliable service.**
- **Departments like Commerce and Computer Science benefit from LAN connections among computers, facilitating seamless communication and resource sharing.**
- **Annual updates to the barcode scanner in the library for generating identity cards ensure the efficient functioning of this crucial system.**
- **A specific budget allocation (Rs. 1286288) for IT infrastructure updates during academic year (2022-23) underscores the institution's financial commitment to enhancing technology on campus.**

Overall, the institution's proactive approach to technology adoption and maintenance underscores its dedication to providing a modern, efficient learning environment for both studentsandstaff.

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

4.3.2 - Number of Computers

111

File Description	Documents
Upload any additional information	[View File](#)
List of Computers	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

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

35.14

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts	[View File](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View File](#)

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

The institute established comprehensive procedures and policies to maintain and utilize physical, academic, and support facilities safely and efficiently throughout the academic session. These facilities encompassed a diverse range, including laboratories, libraries, sports complexes, computers, and classrooms.

Stringent maintenance protocols were established for the laboratories to ensure the safety and efficiency of the equipment. Regular inspections and timely repairs guaranteed a conducive environment for experiments and research. At the same time, clear guidelines on the use of laboratories were framed to create an environment conducive to learning and experimentation.

Libraries played a pivotal role as they served as knowledge hubs. Policies addressed the organization of resources, borrowing procedures, and measures to uphold a tranquil study environment. Regular updates to the collection and the integration of digital resources were also outlined.

Structured policies for sports facility booking, equipment maintenance, and safety protocols were established by the Physical Education Department to promote physical health among students.

Similarly, policies on usage limits, software installation, and cyber-security measures were in place for computer labs.

Classrooms, being the primary spaces for academic engagement, had policies that ensured a conducive learning atmosphere, including guidelines on technology use, class scheduling, and cleanliness.

In conclusion, a well-defined framework of procedures and policies to maintain and utilize these facilities ensured a smooth and effective educational experience for both students and staff and contributed to the overall success of theinstitution.

File Description	Documents
Upload any additional information	<u>View File</u>
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

2199

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	<u>View File</u>
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)	<u>View File</u>

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

B. 3 of the above

File Description	Documents
Link to Institutional website	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/44038-capacity_building_and_skills_enhancement_initiatives_taken_by_the_institution.pdf
Any additional information	No File Uploaded
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

B. Any 3 of the above

grievances through appropriate committees

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

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

48

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

5

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

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.

8

File Description	Documents
e-copies of award letters and certificates	<u>View File</u>
Any additional information	<u>View File</u>
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	<u>View File</u>

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 institute previously boasted a robust student council with ample representation across academic, administrative, and co-curricular realms. However, due to State Government policy changes, the student council elections for the 2022-23 academic session were suspended.

Comprising class toppers and representatives from NSS, NCC, sports, cultural activities, and two girls nominated by the Principal for their exceptional academic and co-curricular achievements in the prior year, the council elected its secretary through preferential voting.

Tasked with fostering discipline and unity on campus, council members serves on various committees and actively engage in organizing national festivals, science days, cleanliness drives, workshops, and more. Their responsibilities extend to aid in the administration of campus affairs, including admissions, examinations, scholarships, and student grievances.

Additionally, they facilitate student participation in extracurricular activities, resolve issues related to facilities and services, and foster student-teacher relationships. Notably, they play a key role in promoting blood donation drives.

The student council's primary activities encompasses gathering stakeholder feedback, orchestrating cultural events, managing sports activities, publishing the college magazine, arranging study tours, overseeing NSS and NCC camps, and assisting with administrative tasks, all while upholding campus cleanliness standards.

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

30

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)	View File

5.4 - Alumni Engagement

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

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 governance structure of an institute played a pivotal role in translating its vision and mission into actionable strategies and decisions. The governance of the institute was reflective of and in tune with its vision and mission, and it ensured that all operational activities and policies were geared towards achieving the goals set forth by the institute.

A governance framework that reflected the institute's vision and mission helped in setting strategic priorities.

Moreover, governance reflective of the institution's vision and mission promoted transparency and accountability. Decision-making processes were guided by the institute's values and goals, thereby ensuring that actions were taken in the best interests of the institution and its stakeholders. This transparency-built credibility and fostered trust among internal and external stakeholders, which was essential for sustaining support and collaboration.

Furthermore, an aligned governance structure facilitated effective communication and collaboration. All levels of governance were tuned into the institute's vision and mission, so that there was a shared understanding of objectives and strategies. This enabled smoother coordination between different departments, committees, and stakeholders, leading to more cohesive efforts towards achieving institutional goals.

In conclusion, as the governance of an institute reflected and was in tune with its vision and mission, it created a strong foundation for strategic alignment, transparency, accountability, and collaboration, ultimately driving the institution towards fulfilling its overarching purpose and aspirations.

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 academic session 2022-23, the institute increasingly embraced decentralization and participative management as key practices to fostered collaboration, innovation, and inclusivity within organizational structures.

One notable practice of decentralization involved the delegation of decision-making authority to various departments/ academic units within the institute. For instance, the institute empowered individual faculties/ departments to have greater

autonomy in purchasing (1) equipment's (2) subject-related text and reference books. By decentralizing decision-making, the institute catered to the specific needs and priorities of different academic disciplines or programs. This approach enabled faster responses to local challenges and opportunities, promoted academic freedom, and enhanced the sense of ownership among faculty members and administrators.

Another practice closely linked to decentralization was the implementation of participative management strategies. This approach emphasized the involvement of stakeholders, including faculty, staff, and students in the decision-making processes of the institute. Participative management mechanisms such as staff council, student councils, and interdisciplinary committees provided avenues for diverse voices to be heard and for collaborative problem-solving to occur.

During the academic session 2022-23, the institute actively engaged stakeholders through meetings, surveys, and focus groups to gather input on strategic initiatives, policy changes, and resource allocation decisions. By fostering a culture of inclusivity and transparency, participative management not only strengthened organizational cohesion but also enhanced the quality and relevance of academic programs and services.

Overall, the decentralization and participative management practices in the institute reflected a shift towards more flexible, responsive, and democratic governance structures.

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

Since its inception in 1956, the institute experienced tremendous growth. Policies were formulated and effectively implemented to sustain this progress. The institute's perspective/strategic plan was centered around current trends and future opportunities in higher education, serving as a strategic document outlining its long-term vision, goals, and objectives. It acted as a roadmap for the institute's

development and growth, encompassing:

• A clear statement of the institution's mission and its envisioned future state.

• Plans to expand or enhance academic programs, including the introduction of new courses and research initiatives.

• Projections for campus development, construction, and improvements to meet the increasing needs of students and faculty.

• Strategies for recruiting, retaining, and training faculty and staff to uphold academic excellence.

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

• Budgetary projections and strategies for financial sustainability.

• Mechanisms for monitoring and ensuring the quality of education and research.

• Initiatives to foster research, innovation, and collaboration with other institutions.

• Plans for engaging with the local community.

• Commitment to societal and environmental responsibility.

• A timeline with specific milestones and targets to gauge progress.

Perspective plans aided institutes in aligning resources and efforts to achieve their long-term objectives and adapt to evolving educational and societal demands. Typically, these plans were developed with input from faculty, staff, students, and external stakeholders to ensure a comprehensive and realistic approach to growth and development.

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 institute operates under the oversight of the University Grants Commission (UGC) and government authorities, adhering to policies governing academic operations, including admissions, examinations, recruitment, and promotions, as per UGC guidelines and Maharashtra government regulations.

Institutional bodies have clear and concise policies aligned with objectives, regularly reviewed and updated. An efficient administrative structure allocates responsibilities, maintains hierarchy, and facilitates communication, ensuring prompt decision-making and effective task execution, compliant with UGC and state government guidelines.

Transparent, merit-based selection processes prevent nepotism and favouritism in appointing faculty, non-teaching, and administrative staff. Service rules ensure discipline, accountability, and professionalism, consistently enforced and aligned with UGC and state government norms regarding recruitment, promotion, and salary structures.

Efficient procedures and workflows minimize redundancy, bureaucracy, and optimize resource utilization for day-to-day operations. Regular evaluation and improvement of procedures sustain efficiency.

Periodic review and updates of policies, administrative setup, appointments, service rules, and procedures ensure effective institutional functioning. Audits and assessments identify areas for improvement, maintaining compliance with UGC and government regulations while upholding quality education delivery.

File Description	Documents
Paste link for additional information	**Nil**
Link to Organogram of the institution webpage	http://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

B. Any 3 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

The institution has several comprehensive welfare measures to ensure the well-being of the teaching staff and non-teaching staff of the institute.

* Every year on 15th August, teachers were recognized and felicitated for their outstanding achievements, acknowledging their contributions to the academic community.

• In the unfortunate event of an employee's death during service, a group insurance coverage of Rs. 3,00,000 was provided to support their family.

• A non-refundable aid of Rs. 5,000 was offered to the family of a deceased employee by AMV cooperative consumer stores, helping

them during challenging times.

• Quick financial assistance of up to Rs. 50,000 is available to address emergency health issues, ensuring the well-being of the teaching staff.

• Upon superannuation, a gold ring with a maximum cost of Rs. 10,000, proportionate to the face value of the employee's share, is presented by Amolakchand Mahavidyalaya Consumer Cooperative store.

• Teaching staff have access to essential grocery and household items through the Amolakchand Mahavidyalaya Consumer Cooperative store.

• Personal loans at the lowest interest rates through the Amolakchand Mahavidyalaya Employees Cooperative Credit Society.

• The AMV co-operative credit society and co-operative consumer stores provided immediate loan sanction of up to Rs. 100,000 in case of emergency health issues.

• Free access to the auditorium for personal events and programs for Teaching staff.

Non-teaching staff also receive similar welfare schemes, including recognition, insurance coverage, financial aid, and access to essential goods.

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

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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

8

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 adhered to University Grants Commission and Government of Maharashtra guidelines for appointment of academic staff and non-teaching staff to maintain higher education standards. Its Performance Appraisal System evaluated teaching and non-teaching staff annually to identify strengths and weaknesses for improvement.

Key features included:

• Faculty assessment based on UGC's Performance-Based Appraisal System (PBAS) proforma.

• Recognition of additional duties and responsibilities in the assessment.

• Evaluation criteria for teaching staff included instruction quality, course completion, and student engagement.

• Promotions followed UGC Career Advancement Scheme (CAS) based on PBAS API scores.

• Transparent communication of promotion opportunities.

• Verification of PBAS by department heads, IQAC, and principal.

• Promotion eligibility determined by a university-appointed screening committee.

• Non-teaching staff assessed via annual confidential reports.

- Evaluation criteria encompassed character, abilities, work ethic, relations, and technical skills.

- Grading on a 7-point scale in confidential reports.

- Promotions granted for satisfactory performance.

Overall, the institution's Performance Appraisal System ensured a comprehensive assessment of staff, aligning with regulatory standards and fostering professional growth.

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 institute conducted regular internal and external financial audits, ensuring transparency and accountability. It employed a full-time accountant and had a dedicated accounting section from its inception to manage annual accounts and audits. Internal audits were conducted by a Chartered Accountant appointed by the institute, adhering to standard accounting procedures with transactions recorded promptly. Daily transactions were verified and attested by the principal, with digital maintenance of financial accounts. Gandhi & Sons, an accounting firm in Yavatmal, handled internal audits, ensuring thorough verification of transactions and documents. An annual internal audit by an authorized chartered accountant occurred before July 31st each year.

External audits were conducted by The Auditor General, Nagpur, and The Joint Director of Higher Education, Amaravati, focusing on financial reports and processes. External auditors meticulously examined various financial records, including cash books, ledger books, fees, vouchers, and stock books. After verification, they prepared a trial balance and payment descriptions. The audited financial report was presented before the institute's governing body and uploaded to the official website. Additionally, audit accounts were

submitted annually to the Joint Director's office, ensuring compliance and rectification of any raised objections.

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 institute employed a meticulously planned process to secure funds and manage resources efficiently. This involved collaboration among various committees, department heads, and the accounts office, adhering to specific guidelines for fund allocation and resource utilization.

Funding sources primarily comprised student tuition fees from government and self-financed courses, supplemented by a salary grant from the State Government and grants from the UGC for infrastructure maintenance, learning resources enhancement, and research projects.

The utilization of funds was overseen by a finance committee, ensuring optimal allocation for recurring and one-time expenses. The purchase committee evaluated vendor quotations based on criteria like pricing and quality, with final decisions made by

committees in conjunction with the accounts department, all within allocated budgets.

The institution implemented a comprehensive resource mobilization policy, with budgets prepared annually by the principal, department heads, and accountants, covering both recurring and planned expenses, subject to scrutiny and approval by relevant authorities.

To monitor fund mobilization and allocation, the institution established a UGC Committee, collaborating with other bodies such as the CDC and IQAC. Regular reviews were conducted, complemented by internal audits and government certifications of financial statements.

Beyond academic hours, the institution optimized physical infrastructure usage for activities like remedial classes, co-curricular events, and examinations, also extending facilities like the auditorium and playgrounds to employees and society members at minimal or no cost, promoting community engagement and well-being.

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

The IQAC played a pivotal role in ensuring and enhancing the quality of education within the institute. By institutionalizing quality assurance strategies and processes, IQAC contributed significantly to the overall improvement of the institute.

The IQAC acted as a coordinating and monitoring body for quality assurance activities. It established mechanisms to streamline processes and ensured adherence to quality standards across departments and faculties. Through regular evaluations and assessments, IQAC identified areas for improvement and implemented necessary measures to address them.

The IQAC, fostered a culture of continuous improvement within

the institute. By organizing workshops, seminars, and training sessions on quality enhancement, IQAC promoted awareness among faculty, staff, and students about the importance of maintaining high standards. It encouraged innovation and best practices, leading to a dynamic learning environment.

Moreover, IQAC facilitated the accreditation and assessment processes of the institute. It prepared the necessary documentation and ensured compliance with accreditation standards set by external accrediting bodies.

Furthermore, IQAC played a crucial role in promoting accountability and transparency. By regularly monitoring and evaluating the effectiveness of quality assurance measures, it ensured that stakeholders were informed about the institution's performance and progress towards its goals.

In conclusion, IQAC served as a catalyst for institutional improvement by institutionalizing quality assurance strategies and processes.

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

Internal Quality Assurance Cells (IQACs) played a pivotal role in ensuring continuous enhancement and refinement of the teaching-learning process, operational structures, methodologies, and learning outcomes within the institute.

Firstly, the establishment of an IQAC demonstrated the institute's commitment to maintaining and improving academic standards. The IQAC served as an internal mechanism for self-assessment and quality enhancement, aligning with accreditation standards and regulatory requirements.

Regular reviews conducted by the IQAC were crucial for identifying areas of strength and areas needing improvement. By analysing data on teaching methodologies, curriculum design,

assessment practices, and student performance, the institute
made informed decisions to enhance the overall learning
experience.

Moreover, the IQAC facilitated the implementation of innovative
teaching strategies and technologies, ensuring that the
institute remained responsive to evolving educational needs and
trends. This included incorporating feedback from various
stakeholders such as faculty, students, and alumni.

The documentation of incremental improvements was essential for
accountability and transparency. It provided evidence of the
institute's efforts towards continuous enhancement and served as
a basis for future planning and resource allocation.

Overall, the IQAC catalysed fostering a culture of quality and
excellence in the institute. By promoting self-reflection,
collaboration, and evidence-based decision-making, it enabled
the institute to adapt and thrive in an ever-changing
educational landscape.

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

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

During the academic session 2022-23, our institute took several measures to promote gender equity, recognizing the importance of creating an inclusive environment where all individuals had equal opportunities to thrive. One significant initiative was the implementation of gender-sensitive policies aimed at fostering a more equitable workplace or learning environment. These policies encompassed various aspects, including recruitment, promotion, and remuneration, ensuring that gender bias was minimized throughout the organization.

Moreover, the institute established programs and initiatives specifically targeted at addressing gender disparities and promoting gender diversity. These programs included mentorship opportunities, networking events, and workshops designed to empower women and underrepresented genders, providing them with the support and resources needed to succeed in their respective fields. Additionally, the institute actively worked to raise awareness about gender issues through educational campaigns and events, fostering dialogue and understanding among members of the community.

Furthermore, the institute prioritized the establishment of support systems and resources tailored to the needs of individuals facing gender-related challenges. This involved setting up counselling services, advocacy groups, or dedicated spaces where individuals could seek assistance and find solidarity within the community.

Overall, these measures reflected our institute's commitment to advancing gender equity and creating a more inclusive environment for all members. By implementing policies, programs, and support systems aimed at addressing gender disparities and promoting diversity, we strove to foster a culture of equality where everyone had the opportunity to thrive and succeed, regardless of gender identity or expression.

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

- **Solid Waste Management: The college effectively manages solid waste by segregating materials at the source, collecting them regularly, and selling recyclables like plastic, metals, glass, cardboard, newspapers, and stationery to authorized vendors. The institute promotes a nearly paperless environment through digitization, encouraging the reuse of one-sided printed paper.**

Biodegradable waste is utilized for vermicomposting, and dustbins for waste segregation are strategically placed across the campus.

- Liquid Waste Management: Wastewater is efficiently transported through pipelines.
- Biomedical Waste Management: Though biomedical waste on campus is minimal, safe disposal practices are adopted. Items like cotton gauze, bandages, and textiles are disposed of alongside degradable waste, and 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 designatedpits.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	View File

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

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	[View File](#)
Any other relevant information	No File Uploaded

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	No File Uploaded
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

A. Any 4 or all 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 institute promoted an inclusive environment that involved institutional efforts and initiatives aimed at fostering tolerance, harmony, and respect for various forms of diversity such as cultural, regional, linguistic, communal, socioeconomic,

and others. These efforts took various forms, including:

• The institute educated staff, faculty, and students about the importance of diversity and how to promote inclusion effectively through meetings.

• The departments of the institute hosted events that celebrated different cultures, traditions, and festivals, helping foster understanding and appreciation for diversity among the staff, faculty, and students.

• The institute established committees dedicated to promoting diversity and inclusion.

• The institute developed policies and practices that promoted inclusivity in areas such as recruitment, admissions, and campus facilities.

• The institute provided support services, such as mentorship programs, counselling services, and academic resources, tailored to the needs of underrepresented groups to help ensure their success and inclusion within the institution.

• The institute designated certain areas on campus as safe spaces where individuals from marginalized or underrepresented groups could feel comfortable expressing themselves and seeking support, contributing to a more inclusive environment.

• The institute encouraged open and respectful dialogue about diversity-related issues through forums and panel discussions to help foster understanding and bridge gaps between different groups within the institution.

Overall, creating an inclusive environment required a multifaceted approach that involved proactive efforts to recognize, celebrate, and support the diverse experiences and identities within the institution.

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

Students and staff of the institute were sensitized on the constitutional obligations to create an understanding of the basic principles, values, rights, duties, and responsibilities enshrined in the Constitution. The objective of this process was to develop a sense of civic awareness, social responsibility, and ethical conduct among the individuals in the institute.

The institute focused on values such as equality, justice, liberty, and fraternity that fostered a culture of respect for diversity and inclusivity. Students and employees of the institute learned to appreciate the inherent worth and dignity of every individual, regardless of differences in race, religion, gender, or socio-economic status.

The students and employees of the institute understood the constitutional rights that empowered individuals to exercise and defend their freedoms effectively. By educating stakeholders about fundamental rights such as freedom of speech, expression, and association, institutions promoted an environment where dialogue, dissent, and intellectual inquiry thrived.

Acquainting students and employees with their duties and responsibilities as citizens fostered a sense of duty towards the community and nation-building. This involved emphasizing obligations such as upholding the rule of law, paying taxes, participating in democratic processes, and contributing to the welfare of society through volunteerism and civic engagement.

Moreover, sensitization efforts included discussions, workshops, seminars, and interactive sessions that encouraged critical thinking and ethical decision-making. These activities provided opportunities for reflection, dialogue, and application of constitutional principles to real-world issues, thereby nurturing socially responsible and ethically conscious individuals.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/95215-7.1.9.-values,-rights,-duties-and-responsibilities-of-citizens.pdf
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	View File
Any other relevant information	**No File Uploaded**

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

The institute passionately commemorated various national and international events throughout the year.

* Independence Day on 15th August and Republic Day on 26th January were marked with flag-hoisting ceremonies, cultural events, and historical reflections.

* National Youth Day on 12th January honoured Swami Vivekananda with processions and youth conventions.

* National Science Day on 28th February promoted scientific temper through exhibitions and discussions.

* National Voters' Day on 25th January encouraged political participation among young voters.

* Women's Day on 8th March focused on women's achievements and safety with health camps and lectures.

* International Yoga Day on 21st June highlighted yoga's health benefits with demonstrations.

* World Blood Donor Day on 14th June organized blood donation camps.

* World Wildlife Day on 3rd March raised awareness about wildlife conservation with events like "Vanya Jiv Saptaha" by the Zoology department.

* Additionally, festivals like Dasara, Diwali, Holi, Eid, and Christmas were celebrated to foster unity and equality among students and staff.

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: Holistic Social Outreach Programs

Objectives: Enhance community well-being, sustainability, modern farming, women's empowerment, and national unity while addressing post-pandemic health concerns.

Context: Implemented during NSS camps in villages and college campuses, activities tailored to engage diverse demographics, respecting cultural nuances and managing logistical challenges. Community participation and training were essential.

Practice: Integrated yoga camps, farming guidance, women's empowerment, and health checkups, emphasizing holistic development despite constraints.

Success Indicators: Measured through participation rates, impact assessments, community feedback, health metrics, environmental changes, self-reliance, cleanliness improvements, and media coverage.

Problems & Resources: Challenges included logistical coordination, community engagement, expertise, infrastructure, funding, public awareness, medical support, training materials, environmental considerations, and volunteer mobilization. Efficient resource allocation and holistic approaches ensured success.

Title: Advancing Remote Learning via Virtual Classrooms

Objectives: (1) Enable distance education with virtual classroom tools and video conferencing. (2) Ensure diverse learners' access to educational resources. (3) Cater to various learning styles and schedules. (4) Enrich learning through multimedia sharing. (5) Equip both educators and students with virtual learning skills.

Context: Addressed technological accessibility, engagement, cybersecurity, and diverse learning needs. Strived for seamless communication despite potential barriers.

Practice: Enhanced remote learning, especially in India's higher education realm, overcoming challenges like internet access, digital literacy, and infrastructure limitations.

Evidence of Success: Increased participation, positive feedback, and meeting learning goals. Monitored engagement, academic performance, and tech integration.

Problems and Resources: Addressed connectivity, engagement, privacy, and training needs. Required resources: high-speed internet, compatible devices, and comprehensive training for

virtual platform proficiency.

File Description	Documents
Best practices in the Institutional website	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/34152-best_practice_2022_2023_compressed.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 performance of the institution in the area of research stood out as a distinctive priority and thrust. With eight dedicated research centres covering a diverse range of subjects, the institution demonstrated a comprehensive approach to academic inquiry. The presence of 17 research supervisors further emphasized the institution's commitment to fostering a conducive research environment, facilitating mentorship, and ensuring quality output.

The publication record was noteworthy, with 24 research papers published in reputed national and international journals. This indicated not only the quantity but also the quality of research output, showcasing the institution's ability to contribute to the global academic discourse.

Additionally, the publication of 10 books, both as textbooks and reference materials, underscored the institution's efforts to disseminate knowledge and promote scholarly engagement.

The acquisition of research funds totalling Rs. 500,000 from the government reflected external recognition and support for the institution's research endeavours.

Furthermore, the establishment of four Memorandums of Understanding (MOUs) signified strategic collaborations and partnerships with external entities, which could enhance research opportunities, facilitate knowledge exchange, and foster innovation.

The active involvement of students in research was evident from

the substantial number of projects and dissertations (45) submitted by both undergraduate and postgraduate students within the science faculty.

The arrangement of 9 guest lectures across various departments suggested a proactive approach to knowledge exchange and interdisciplinary collaboration.

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

Effective curriculum delivery was a cornerstone of any educational institution, and it was crucial for fostering student learning and success. The institution's commitment to ensuring this process was evident through a well-documented framework. This documentation served as a roadmap that guided educators in implementing the curriculum a systematic and organized manner.

- A robust curriculum delivery process began with the clear definition of learning objectives, aligning them with educational standards and the institution's overall goals. This initial step provided a foundation for the development of instructional materials and methodologies. The institution's documentation transparently articulated these components, ensuring that educators had a comprehensive understanding of what was expected in terms of content coverage, teaching methods, and assessment strategies.
- Additionally, the documentation addressed the adaptability of the curriculum to cater to diverse learning styles and student needs. This inclusivity fostered a dynamic and engaging learning environment. Regular updates and revisions to the documentation were also crucial to accommodate advancements in educational pedagogy and changes in the academic landscape.
- Furthermore, the institution provided mechanisms for ongoing professional development to equip educators with the necessary skills and knowledge to effectively implement the curriculum. This commitment to professional growth contributed to the overall success of curriculum delivery.

In summary, an institution's dedication to effective curriculum delivery was demonstrated through a well-documented process that encompassed clear learning objectives, adaptable instructional strategies, and continuous improvement through updates and professional development.

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)

The commitment of the institute to adhere to the academic calendar, encompassing the implementation of Continuous Internal Evaluation (CIE), was pivotal in fostering a conducive learning environment. The academic calendar served as the temporal framework that orchestrated the various educational activities, ensuring a structured and organized approach to the dissemination of knowledge.

- Within this framework, the incorporation of Continuous Internal Evaluation held particular significance. CIE involved the ongoing assessment of students throughout the academic term, offering a dynamic and comprehensive understanding of their progress. This method diverged from traditional examinations, providing a more nuanced evaluation by considering students' performance over time rather than relying solely on endpoint assessments.
- By adhering to the academic calendar and integrating CIE, an institution demonstrated a commitment to holistic student development. This approach not only cultivated a deeper understanding of the subject matter but also encouraged consistent engagement and effort from students. The regularity of assessments under CIE served as a motivational factor, prompting students to maintain a consistent level of academic rigor.

Moreover, the incorporation of CIE aligned with contemporary pedagogical practices that emphasized continuous learning and skill development. It facilitated timely feedback, allowing both educators and students to address areas of improvement promptly. Ultimately, the synergy between adherence to the academic calendar and the implementation of CIE contributed to the overall quality of education within the institution, fostering an environment conducive to academic excellence and continuousimprovement.

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 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	**B. Any 3 of the above**

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

1.2 - Academic Flexibility

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

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

7

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	View File
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)

0

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

0

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

The integration of crosscutting issues into the curriculum was a pivotal aspect of fostering a well-rounded education. In addressing professional ethics, educational institutions aimed to instil a strong moral compass in their students, preparing them for ethical dilemmas they might encounter in their professional journeys. By incorporating discussions and case studies on ethics within the curriculum, students developed critical thinking skills and an understanding of the ethical implications of their actions.

- **Gender considerations were an essential component of a modern curriculum. Institutions that integrated gender-related topics into their courses contributed to the creation of a more inclusive and equitable society.**

This involved exploring the role of gender in various fields, dismantling stereotypes, and promoting diversity. Such initiatives not only empowered students to challenge existing norms but also prepared them for workplaces that increasingly valued diversity and inclusion.

- The inclusion of human values in the curriculum ensured that students developed a sense of empathy, responsibility, and social consciousness. Education became a transformative experience when students not only acquired academic knowledge but also internalized values that shaped their character and behaviour.

- Environmental sustainability was a pressing global concern, and educational institutions played a crucial role in addressing it. Integrating environmental issues into the curriculum equipped students with the knowledge and skills to contribute to sustainable practices in their personal and professional lives. This proactive approach aligned education with the urgent need for environmentally conscious decision-making.

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

0

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

24

File Description	Documents
Any additional information	**No File Uploaded**
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	**C. Any 2 of the above**

File Description	Documents
URL for stakeholder feedback report	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/47389-students_feedback_session_2022_23.pdf
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	**C. Feedback collected and analyzed**

File Description	Documents
Upload any additional information	**No File Uploaded**
URL for feedback report	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/47389-students_feedback_session_2022_23.pdf

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

3197

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

2930

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

In the pursuit of providing a tailored and inclusive education, the institute implemented a comprehensive strategy to recognize the diversity in learning capabilities among students. The institution took proactive measures to assess individual learning levels. Through various assessment tools and methods, such as standardized tests, classroom performance evaluations, and teacher observations, the institution gained insights into the unique strengths and challenges of each student.

- For advanced learners, the institution initiated specialized programs designed to further enrich their educational experience. These programs encompassed advanced coursework, specialized projects, and extracurricular activities that catered to the intellectual curiosity and accelerated pace of these students. This not only kept advanced learners engaged but also fostered an environment that nurtured their potential for academic excellence.
- Simultaneously, for slow learners, the institution implemented targeted interventions to address their specific needs. Individualized learning plans, additional tutoring sessions, and differentiated teaching strategies were employed to provide the necessary support and scaffolding for these students. This approach aimed to ensure that every student, regardless of their pace of learning, had access to an education that met them at their current level and facilitated their progress.

In essence, through the thoughtful assessment of learning levels and the implementation of specialized programs, the

institution demonstrated its commitment to fostering an inclusive educational environment that recognized and catered to the diverse learning needs of all students. This approach not only enhanced the overall educational experience but also contributed to the holistic development ofeachstudent.

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

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

Number of Students	Number of Teachers
3197	**56**

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

In the realm of education, adopting student-centric methods was crucial for fostering effective and meaningful learning experiences. One prominent approach was experiential learning, where students engaged in hands-on activities that enabled them to directly apply theoretical knowledge. This method not only deepened their understanding but also cultivated critical thinking and practical skills.

- **Participative learning was another valuable strategy that emphasized the active involvement of students in the learning process. Through discussions, group projects, and collaborative activities, students developed communication skills, teamwork, and a broader perspective on various subjects. This method not only encouraged peer-to-peer learning but also nurtured a sense of shared responsibility within the academic community.**
- **Problem-solving methodologies constituted an integral part of student-centric approaches, empowering learners**

to tackle real-world challenges. By presenting students with authentic problems, educators stimulated analytical thinking, creativity, and adaptability. This not only prepared students for the complexities of professional life but also instilled a proactive mindset that extended beyond the confines of the classroom.

In essence, the incorporation of experiential learning, participative learning, and problem-solving methodologies signified a paradigm shift from traditional teacher-centered instruction to a more dynamic and engaging educational environment. These methods not only catered to diverse learning styles but also fostered a sense of ownership and autonomy among students, ultimately enhancing their overall educational journey. Embracing these student-centric approaches ensured that education went beyond mere assimilation of facts, encouraging the development of well-rounded individuals capable of navigating the challenges of themodernworld.

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

In the contemporary educational landscape, the integration of Information and Communication Technology (ICT) became a pivotal aspect of fostering an effective teaching-learning process. Teachers, recognizing the transformative potential of ICT, increasingly incorporated various digital tools to enhance their pedagogical practices. This paradigm shift was evident in the utilization of ICT-enabled tools, a crucial facet of educational methodologies.

- These tools encompassed a diverse array of technologies, ranging from interactive whiteboards and multimedia presentations to educational software and online resources. By leveraging these tools, teachers could create dynamic and engaging learning environments, catering to diverse learning styles. The

- interactive nature of ICT-enabled tools facilitated active participation, fostering a more inclusive and collaborative educational experience.
- Moreover, the integration of such tools enabled teachers to personalize instruction, addressing individual learning needs. Adaptive learning platforms and educational apps provided opportunities for students to progress at their own pace, ensuring a customized learning journey. This adaptability was particularly beneficial in catering to the diverse academic abilities within a classroom.
- Furthermore, ICT tools facilitated real-time assessment and feedback mechanisms, allowing teachers to gauge student comprehension instantly. This timely feedback loop empowered educators to refine their teaching strategies and address any misconceptions promptly, promoting a more effective learning trajectory.

In essence, the incorporation of ICT-enabled tools signified a commitment to innovative and student-cantered education. It not only modernized the teaching-learning process but also equipped students with the digital literacy skills essential for the 21st century workforce

File Description	Documents
Upload any additional information	No File Uploaded
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	No File Uploaded

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

52

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

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

56

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

38

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

797

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

2.5 - Evaluation Process and Reforms

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

The institute adopted a transparent and robust mechanism of internal assessment. This mechanism referred to the process by which a system evaluated students' progress and performance within an educational institution. A transparent and robust mechanism of the institute ensured that the evaluation was fair, consistent, and effectively measured students' understanding and skills.

The criteria for internal assessment, including grading rubrics, evaluation methods, and weightage of different components, were clearly communicated to students at the commencement of the academic session. This clarity helped students understand how they were being assessed and what was expected of them.

The internal assessments were conducted regularly throughout the academic term, providing multiple opportunities for students to demonstrate their learning progress.

Additionally, a variety of assessment methods were employed, such as written exams, projects, presentations, group discussions, seminars, industry visits, report writing, and practical demonstrations. This diversified approach accommodated different learning styles and ensured that students were evaluated on a range of skills beyond just memorization or test-taking abilities.

The statement of marks of internal assessment were displayed on notice boards of the Departments, and grievances, if any, were resolved by the teacher in-charge, Head of the department, and the students' grievances redressal committee. The transparent and robust internal assessment helped to

identify slow and advanced learners.

In summary, a transparent and robust mechanism of internal assessment fostered fairness, accountability, and holistic evaluation within an educational institution, ultimately supporting student learning and success.

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

In the academic session 2022-23, the institution has implemented a robust mechanism to address internal examination-related grievances, ensuring transparency, timeliness, and efficiency. This system has been designed to provide students with a structured platform to voice their concerns regarding examinations.

- Transparency is a cornerstone of this mechanism, with clear guidelines and procedures communicated to students. The criteria for filing grievances, along with the subsequent processes and possible outcomes, are readily available to all. This ensures that students understand how the system operates and fosters a sense of openness.
- The mechanism is not only transparent but also time-bound, acknowledging the importance of prompt resolution. Grievances are addressed within stipulated timeframes, preventing unnecessary delays and allowing students to receive timely responses. This commitment to time efficiency enhances the overall effectiveness of the system, contributing to a positive and supportive academic environment.
- Furthermore, the efficiency of the mechanism is underscored by its ability to effectively redress grievances. The institution has established a dedicated team responsible for handling internal examination-related concerns, equipped with the expertise to assess and resolve issues in a fair manner.

In conclusion, the institution's approach to dealing with

internal examination-related grievances in the academic session 2022-23 reflects a commitment to transparency, timeliness, and efficiency. By fostering a culture of open communication and providing a swift and fair resolution process, the institution aims to create an environment where students feel heard and supported in their academicpursuits.

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.

Effective communication of program and course outcomes is crucial for a conducive learning environment. Teachers use these outcomes as a guiding framework, aligning their methods with intended goals. This alignment ensures consistency across courses and levels. Students, benefiting from a clear understanding of outcomes, gain a roadmap for their academic journey, promoting engagement and accountability. Informed students set realistic goals and make informed career decisions.

- The institute formulates program outcomes, reflecting its vision and mission, considering academic excellence, research, extension activities, values, and job market trends. Alumni and stakeholders' suggestions are considered. Departments, with course teachers, formulate course outcomes. Program-specific outcomes align with the program's vision and mission.
- Students learn about outcomes and assessment strategies during orientation programs, with materials available on the institution's website. Tutorial meetings and handouts convey outcomes, and notice boards display them. In the science stream, outcomes are included in laboratory manuals.
- Disseminating outcomes cultivates transparency and accountability, fostering a shared understanding among stakeholders for a collaborative learningenvironment.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/65164-2.6.1-supporting-docs.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	**Nil**

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

512

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
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)

https://amolakchandmahavidyalaya.ac.in/admins/upload_files/56
919-students_satisfaction_survey_2022_2023.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

5

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

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

3.1.2.1 - Number of teachers recognized as research guides

15

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

1

File Description	Documents
List of research projects and funding details (Data Template)	[View File](#)
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	[View File](#)
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 institute's commitment to fostering innovation was exemplified through the establishment of a comprehensive ecosystem that cultivated creativity and knowledge exchange. At its core, this initiative aimed to provide a fertile ground for groundbreaking ideas to flourish.

- **The institution strategically designed programs and platforms that not only encouraged the generation of innovative concepts but also facilitated the seamless transfer of knowledge across various domains. Numerous initiatives within the institution underscored its dedication to innovation. Collaborative spaces, such as innovation labs and research centres, were set up to serve as hubs for interdisciplinary collaboration. These spaces brought together researchers, scholars, and students from diverse backgrounds, fostering an environment where different perspectives converged to spark innovative solutions.**
- **Furthermore, the institute had implemented structured knowledge transfer programs. These initiatives bridged 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 positivechange.

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

0

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

3.3 - Research Publications and Awards

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

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

0

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

24

File Description	Documents
Any additional information	**No File Uploaded**
List of research papers by title, author, department, name and year of publication (Data Template)	<u>View File</u>

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

10

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	<u>View File</u>

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

Extension activities are crucial for holistic student development, engaging them in community initiatives and fostering responsibility and empathy towards societal issues. These endeavors leave a profound impact on participants and communities, serving as platforms to sensitize students to pertinent social issues.

One significant initiative, the Plastic Eradication Mission, addresses plastic pollution through campaigns and clean-up efforts, instilling environmental stewardship values in students.

Events like the "Run for Unity" and "Har Ghar Tiranga Rally" promote national unity and pride, emphasizing the importance of solidarity and inclusivity while celebrating India's diversity.

Awareness programs such as "Stop Cancer" and "Health Checkup Camp" prioritize public health education, benefiting both students and community members' well-being.

Civic engagement events like "National Voters Day" and "Sanvidhan Divas" encourage democratic participation and understanding of citizens' rights and responsibilities.

Initiatives like "Tree Plantation" and "Village Cleaning" underscore environmental conservation and community cleanliness, imparting lessons on sustainable living and welfare.

Programs promoting rural development and entrepreneurship, like "Lecture on Technical Farming" and "Small-Scale Industries," empower students to contribute to their village's economic growth.

In conclusion, extension activities serve as catalysts for students' holistic development, equipping them with essential skills, values, and perspectives to become responsible and empathetic citizens.

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

0

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

15

File Description	Documents
Reports of the event organized	<u>View File</u>
Any additional information	**No File Uploaded**
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	<u>View File</u>

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

2120

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

0

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

4

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 institute offering 3 undergraduate and 9 post graduate programs in Arts, Commerce, and Science across two shifts, the institute features a total of 17 departments

- Incorporating well-ventilated classrooms, laboratories, an examination control room, seminar hall, common staff room, and a girl's common room equipped with sanitary facilities, the institute prioritizes student welfare. RO purified water coolers provided in the campus for safe drinking water.
- Additionally, it houses an NCC and NSS unit, an ICT-enabled IQAC, career guidance, training and placement, and social outreach cells.
- The Principal's cabin, administrative office, classrooms, laboratories, and library all benefit from internet connectivity, supported by 65 desktops, 7 LCD projectors, and a broadband connection, accessible to faculty and students at no extra cost. Specialized computer labs for the Computer Science and Commerce departments boast LAN-connected, updated, and antivirus-enabled PCs.
- The institute's auditorium, named after the late Shri. Vansantrao Naik, accommodates 500 chairs, providing a spacious and well-equipped venue for various events. The library, partially automated with SOUL 3 software, features 5 desktops with an LCD projector, a reading room with broadband internet, and an extensive collection of over 70,000 books across diverse

categories.

- **Safety measures include security guards, CCTV cameras, fire extinguishers, and separate parking and toilets for staff, boys, and girls. Essential facilities for differently-abled students, such as medical first aid, ramps/rails, wheelchairs, walking sticks, and crutches, are meticulously maintained.**
- **Additionally, the institute offers a separate playground for outdoor sports, a well-equipped gymnasium, and a botanical garden enhancing the overall aesthetic appeal ofitspremises.**

File Description	Documents
Upload any additional information	[View File](View%20File)
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 comprehensive facilities spanning cultural activities, sports, and games, including indoor and outdoor options, a gymnasium, and a yoga centre.**
- **Students are actively motivated to engage in diverse extra-curricular activities such as indoor and outdoor sports, cultural events, yoga, and debates, across intra-collegiate, inter-university, and district platforms. The institute offers exceptional sports amenities through a vast 5-acre playground accommodating various outdoor games and a 5720 sq. ft. multipurpose indoor games auditorium.**
- **The extensive playground facilitates activities like hockey, football, volleyball, cricket, basketball, and more. Additionally, the auditorium supports indoor games like badminton, table tennis, and chess. The gymnasium, covering 750 sq. ft., is equipped with instruments like tread-mills, dumbbells, and weight lifting equipment, providing students and staff with regular fitness opportunities.**
- **Beyond sports, the institute organizes cultural events, induction programs, farewell functions, traditional days and cultural programmes in NSS camp. Financial support and facilities are extended to students**

participating in university-level cultural events, such as the "Youth Festival." To enhance personality and communication skills, the institute arranges debates, paper presentations, group discussions, and quiz competitions.

- The celebration of International "Yoga Day" on June 21st involves active participation from students and staff. Physical education teachers demonstrate various yogasanas, elucidating the health benefits of yoga to enrich the overall well-being of the campuscommunity.

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)

35.14

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 institute's library, spanning 151 m² on the first floor, is equipped with the Integrated Library Management System (ILMS) for automation. Under constant CCTV surveillance, it includes distinct reading and book stacking areas. Housing 72,500 books, 50 maps/charts, and 200 CDs/DVDs, it caters to diverse content needs, from textbooks to rare novels and research journals.

- **Offering partial open access, the library provides Wi-Fi, electricity backup, and Xerox facilities. SOUL 3.0 software governs library automation, incorporating features like email, barcodes, and smartphone support. For research scholars and teaching staff, internet access is available. The digital library, complemented by N-list, offers e-books, e-journals, and study materials.**
- **SOUL 3.0 manages housekeeping tasks like accession, classification, cataloging, and circulation. The barcode system streamlines processes, and the serial control unit handles subscriptions and periodical printing. The software undergoes annual updates and boasts a robust backup and recovery system.**
- **Initiated at the academic session's onset, library automation faced delays due to the complete Covid-19 lockdown. The institution, guided by an advisory committee, procures books and journals as per teaching staff recommendations.**
- **The library stands as a comprehensive hub for knowledge acquisition, embracing modern technology to enhance accessibility and efficiency.**

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)

1.539

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

32

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

4.3 - IT Infrastructure

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

The institution places a strong emphasis on consistently updating its IT facilities, including Wi-Fi, showcasing a dedicated commitment to technological advancement. This commitment manifests across various operational aspects of the institution:

- **Regular updates extend to critical software systems such as the Soul 3.0 LMS software in the library and the Dot soft ERP software in the student section, enhancing functionality, security, and efficiency.**
- **The deployment of CCTV cameras campus-wide not only monitors activities but significantly contributes to overall security.**
- **A biometric attendance system, featuring thumb scanners, ensures accurate tracking with regular software updates to maintain efficiency.**
- **The upgrade from a VSAT server to an optical fibre-based broadband line enhances internet connectivity, providing faster and more reliable service.**
- **Departments like Commerce and Computer Science benefit from LAN connections among computers, facilitating seamless communication and resource sharing.**
- **Annual updates to the barcode scanner in the library for generating identity cards ensure the efficient functioning of this crucial system.**
- **A specific budget allocation (Rs. 1286288) for IT infrastructure updates during academic year (2022-23) underscores the institution's financial commitment to enhancing technology on campus.**

Overall, the institution's proactive approach to technology adoption and maintenance underscores its dedication to providing a modern, efficient learning environment for both studentsandstaff.

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

4.3.2 - Number of Computers

111

File Description	Documents
Upload any additional information	[View File](#)
List of Computers	[View File](#)

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

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

35.14

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

The institute established comprehensive procedures and policies to maintain and utilize physical, academic, and support facilities safely and efficiently throughout the academic session. These facilities encompassed a diverse range, including laboratories, libraries, sports complexes, computers, and classrooms.

Stringent maintenance protocols were established for the laboratories to ensure the safety and efficiency of the equipment. Regular inspections and timely repairs guaranteed a conducive environment for experiments and research. At the same time, clear guidelines on the use of laboratories were framed to create an environment conducive to learning and experimentation.

Libraries played a pivotal role as they served as knowledge hubs. Policies addressed the organization of resources, borrowing procedures, and measures to uphold a tranquil study environment. Regular updates to the collection and the integration of digital resources were also outlined.

Structured policies for sports facility booking, equipment maintenance, and safety protocols were established by the Physical Education Department to promote physical health among students.

Similarly, policies on usage limits, software installation, and cyber-security measures were in place for computer labs.

Classrooms, being the primary spaces for academic engagement,

had policies that ensured a conducive learning atmosphere, including guidelines on technology use, class scheduling, and cleanliness.

In conclusion, a well-defined framework of procedures and policies to maintain and utilize these facilities ensured a smooth and effective educational experience for both students and staff and contributed to the overall success of theinstitution.

File Description	Documents
Upload any additional information	[View File]()
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

2199

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

`B. 3 of the above`

File Description	Documents
Link to Institutional website	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/44038-capacity_building_and_skills_enhancement_initiatives_taken_by_the_institution.pdf
Any additional information	**No File Uploaded**
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	[View File](#)
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

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

48

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

5

File Description	Documents
Upload supporting data for the same	[View File](#)
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.

8

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The institute previously boasted a robust student council with ample representation across academic, administrative, and co-curricular realms. However, due to State Government policy changes, the student council elections for the 2022-23 academic session were suspended.

Comprising class toppers and representatives from NSS, NCC, sports, cultural activities, and two girls nominated by the Principal for their exceptional academic and co-curricular achievements in the prior year, the council elected its secretary through preferential voting.

Tasked with fostering discipline and unity on campus, council members serves on various committees and actively engage in organizing national festivals, science days, cleanliness drives, workshops, and more. Their responsibilities extend to aid in the administration of campus affairs, including admissions, examinations, scholarships, and student grievances.

Additionally, they facilitate student participation in

extracurricular activities, resolve issues related to facilities and services, and foster student-teacher relationships. Notably, they play a key role in promoting blood donation drives.

The student council's primary activities encompasses gathering stakeholder feedback, orchestrating cultural events, managing sports activities, publishing the college magazine, arranging study tours, overseeing NSS and NCC camps, and assisting with administrative tasks, all while upholding campus cleanliness standards.

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

30

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)	View File

5.4 - Alumni Engagement

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

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 governance structure of an institute played a pivotal role in translating its vision and mission into actionable strategies and decisions. The governance of the institute was reflective of and in tune with its vision and mission, and it ensured that all operational activities and policies were geared towards achieving the goals set forth by the institute.

A governance framework that reflected the institute's vision and mission helped in setting strategic priorities.

Moreover, governance reflective of the institution's vision and mission promoted transparency and accountability. Decision-making processes were guided by the institute's values and goals, thereby ensuring that actions were taken in the best interests of the institution and its stakeholders. This transparency-built credibility and fostered trust among internal and external stakeholders, which was essential for sustaining support and collaboration.

Furthermore, an aligned governance structure facilitated effective communication and collaboration. All levels of governance were tuned into the institute's vision and mission, so that there was a shared understanding of objectives and strategies. This enabled smoother coordination

between different departments, committees, and stakeholders, leading to more cohesive efforts towards achieving institutional goals.

In conclusion, as the governance of an institute reflected and was in tune with its vision and mission, it created a strong foundation for strategic alignment, transparency, accountability, and collaboration, ultimately driving the institution towards fulfilling its overarching purpose and aspirations.

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 academic session 2022-23, the institute increasingly embraced decentralization and participative management as key practices to fostered collaboration, innovation, and inclusivity within organizational structures.

One notable practice of decentralization involved the delegation of decision-making authority to various departments/ academic units within the institute. For instance, the institute empowered individual faculties/ departments to have greater autonomy in purchasing (1) equipment's (2) subject-related text and reference books. By decentralizing decision-making, the institute catered to the specific needs and priorities of different academic disciplines or programs. This approach enabled faster responses to local challenges and opportunities, promoted academic freedom, and enhanced the sense of ownership among faculty members and administrators.

Another practice closely linked to decentralization was the implementation of participative management strategies. This approach emphasized the involvement of stakeholders, including faculty, staff, and students in the decision-making processes of the institute. Participative management mechanisms such as staff council, student councils, and interdisciplinary committees provided avenues for diverse

voices to be heard and for collaborative problem-solving to occur.

During the academic session 2022-23, the institute actively engaged stakeholders through meetings, surveys, and focus groups to gather input on strategic initiatives, policy changes, and resource allocation decisions. By fostering a culture of inclusivity and transparency, participative management not only strengthened organizational cohesion but also enhanced the quality and relevance of academic programs and services.

Overall, the decentralization and participative management practices in the institute reflected a shift towards more flexible, responsive, and democratic governance structures.

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

Since its inception in 1956, the institute experienced tremendous growth. Policies were formulated and effectively implemented to sustain this progress. The institute's perspective/strategic plan was centered around current trends and future opportunities in higher education, serving as a strategic document outlining its long-term vision, goals, and objectives. It acted as a roadmap for the institute's development and growth, encompassing:

• A clear statement of the institution's mission and its envisioned future state.

• Plans to expand or enhance academic programs, including the introduction of new courses and research initiatives.

• Projections for campus development, construction, and improvements to meet the increasing needs of students and faculty.

• Strategies for recruiting, retaining, and training faculty

and staff to uphold academic excellence.

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

• Budgetary projections and strategies for financial sustainability.

• Mechanisms for monitoring and ensuring the quality of education and research.

• Initiatives to foster research, innovation, and collaboration with other institutions.

• Plans for engaging with the local community.

• Commitment to societal and environmental responsibility.

• A timeline with specific milestones and targets to gauge progress.

Perspective plans aided institutes in aligning resources and efforts to achieve their long-term objectives and adapt to evolving educational and societal demands. Typically, these plans were developed with input from faculty, staff, students, and external stakeholders to ensure a comprehensive and realistic approach to growth and development.

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 institute operates under the oversight of the University Grants Commission (UGC) and government authorities, adhering to policies governing academic operations, including admissions, examinations, recruitment, and promotions, as per UGC guidelines and Maharashtra government regulations.

Institutional bodies have clear and concise policies aligned with objectives, regularly reviewed and updated. An efficient administrative structure allocates responsibilities, maintains hierarchy, and facilitates communication, ensuring prompt decision-making and effective task execution, compliant with UGC and state government guidelines.

Transparent, merit-based selection processes prevent nepotism and favouritism in appointing faculty, non-teaching, and administrative staff. Service rules ensure discipline, accountability, and professionalism, consistently enforced and aligned with UGC and state government norms regarding recruitment, promotion, and salary structures.

Efficient procedures and workflows minimize redundancy, bureaucracy, and optimize resource utilization for day-to-day operations. Regular evaluation and improvement of procedures sustain efficiency.

Periodic review and updates of policies, administrative setup, appointments, service rules, and procedures ensure effective institutional functioning. Audits and assessments identify areas for improvement, maintaining compliance with UGC and government regulations while upholding quality education delivery.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	http://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 | B. Any 3 of the above |

File Description	Documents
ERP (Enterprise Resource Planning)Document	**No File Uploaded**
Screen shots of user inter faces	<u>View File</u>
Any additional information	**No File Uploaded**
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	<u>View File</u>

6.3 - Faculty Empowerment Strategies

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

The institution has several comprehensive welfare measures to ensure the well-being of the teaching staff and non-teaching staff of the institute.

* Every year on 15th August, teachers were recognized and felicitated for their outstanding achievements, acknowledging their contributions to the academic community.

• In the unfortunate event of an employee's death during service, a group insurance coverage of Rs. 3,00,000 was provided to support their family.

• A non-refundable aid of Rs. 5,000 was offered to the family of a deceased employee by AMV cooperative consumer stores, helping them during challenging times.

• Quick financial assistance of up to Rs. 50,000 is available to address emergency health issues, ensuring the well-being of the teaching staff.

• Upon superannuation, a gold ring with a maximum cost of Rs. 10,000, proportionate to the face value of the employee's share, is presented by Amolakchand Mahavidyalaya Consumer Cooperative store.

• Teaching staff have access to essential grocery and household items through the Amolakchand Mahavidyalaya Consumer Cooperative store.

• Personal loans at the lowest interest rates through the

Amolakchand Mahavidyalaya Employees Cooperative Credit Society.

• The AMV co-operative credit society and co-operative consumer stores provided immediate loan sanction of up to Rs. 100,000 in case of emergency health issues.

• Free access to the auditorium for personal events and programs for Teaching staff.

Non-teaching staff also receive similar welfare schemes, including recognition, insurance coverage, financial aid, and access to essential goods.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	<u>View File</u>

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

8

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 adhered to University Grants Commission and Government of Maharashtra guidelines for appointment of academic staff and non-teaching staff to maintain higher

education standards. Its Performance Appraisal System evaluated teaching and non-teaching staff annually to identify strengths and weaknesses for improvement.

Key features included:

• Faculty assessment based on UGC's Performance-Based Appraisal System (PBAS) proforma.

• Recognition of additional duties and responsibilities in the assessment.

• Evaluation criteria for teaching staff included instruction quality, course completion, and student engagement.

• Promotions followed UGC Career Advancement Scheme (CAS) based on PBAS API scores.

• Transparent communication of promotion opportunities.

• Verification of PBAS by department heads, IQAC, and principal.

• Promotion eligibility determined by a university-appointed screening committee.

• Non-teaching staff assessed via annual confidential reports.

• Evaluation criteria encompassed character, abilities, work ethic, relations, and technical skills.

• Grading on a 7-point scale in confidential reports.

• Promotions granted for satisfactory performance.

Overall, the institution's Performance Appraisal System ensured a comprehensive assessment of staff, aligning with regulatory standards and fostering professional growth.

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 institute conducted regular internal and external financial audits, ensuring transparency and accountability. It employed a full-time accountant and had a dedicated accounting section from its inception to manage annual accounts and audits. Internal audits were conducted by a Chartered Accountant appointed by the institute, adhering to standard accounting procedures with transactions recorded promptly. Daily transactions were verified and attested by the principal, with digital maintenance of financial accounts. Gandhi & Sons, an accounting firm in Yavatmal, handled internal audits, ensuring thorough verification of transactions and documents. An annual internal audit by an authorized chartered accountant occurred before July 31st each year.

External audits were conducted by The Auditor General, Nagpur, and The Joint Director of Higher Education, Amaravati, focusing on financial reports and processes. External auditors meticulously examined various financial records, including cash books, ledger books, fees, vouchers, and stock books. After verification, they prepared a trial balance and payment descriptions. The audited financial report was presented before the institute's governing body and uploaded to the official website. Additionally, audit accounts were

submitted annually to the Joint Director's office, ensuring compliance and rectification of any raised objections.

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 institute employed a meticulously planned process to secure funds and manage resources efficiently. This involved collaboration among various committees, department heads, and the accounts office, adhering to specific guidelines for fund allocation and resource utilization.

Funding sources primarily comprised student tuition fees from government and self-financed courses, supplemented by a salary grant from the State Government and grants from the UGC for infrastructure maintenance, learning resources enhancement, and research projects.

The utilization of funds was overseen by a finance committee, ensuring optimal allocation for recurring and one-time expenses. The purchase committee evaluated vendor quotations based on criteria like pricing and quality, with final decisions made by committees in conjunction with the accounts department, all within allocated budgets.

The institution implemented a comprehensive resource mobilization policy, with budgets prepared annually by the principal, department heads, and accountants, covering both recurring and planned expenses, subject to scrutiny and approval by relevant authorities.

To monitor fund mobilization and allocation, the institution established a UGC Committee, collaborating with other bodies such as the CDC and IQAC. Regular reviews were conducted, complemented by internal audits and government certifications

of financial statements.

Beyond academic hours, the institution optimized physical infrastructure usage for activities like remedial classes, co-curricular events, and examinations, also extending facilities like the auditorium and playgrounds to employees and society members at minimal or no cost, promoting community engagement and well-being.

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

The IQAC played a pivotal role in ensuring and enhancing the quality of education within the institute. By institutionalizing quality assurance strategies and processes, IQAC contributed significantly to the overall improvement of the institute.

The IQAC acted as a coordinating and monitoring body for quality assurance activities. It established mechanisms to streamline processes and ensured adherence to quality standards across departments and faculties. Through regular evaluations and assessments, IQAC identified areas for improvement and implemented necessary measures to address them.

The IQAC, fostered a culture of continuous improvement within the institute. By organizing workshops, seminars, and training sessions on quality enhancement, IQAC promoted awareness among faculty, staff, and students about the importance of maintaining high standards. It encouraged innovation and best practices, leading to a dynamic learning environment.

Moreover, IQAC facilitated the accreditation and assessment processes of the institute. It prepared the necessary documentation and ensured compliance with accreditation standards set by external accrediting bodies.

Furthermore, IQAC played a crucial role in promoting accountability and transparency. By regularly monitoring and evaluating the effectiveness of quality assurance measures, it ensured that stakeholders were informed about the institution's performance and progress towards its goals.

In conclusion, IQAC served as a catalyst for institutional improvement by institutionalizing quality assurance strategies and processes.

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

Internal Quality Assurance Cells (IQACs) played a pivotal role in ensuring continuous enhancement and refinement of the teaching-learning process, operational structures, methodologies, and learning outcomes within the institute.

Firstly, the establishment of an IQAC demonstrated the institute's commitment to maintaining and improving academic standards. The IQAC served as an internal mechanism for self-assessment and quality enhancement, aligning with accreditation standards and regulatory requirements.

Regular reviews conducted by the IQAC were crucial for identifying areas of strength and areas needing improvement. By analysing data on teaching methodologies, curriculum design, assessment practices, and student performance, the institute made informed decisions to enhance the overall learning experience.

Moreover, the IQAC facilitated the implementation of innovative teaching strategies and technologies, ensuring that the institute remained responsive to evolving educational needs and trends. This included incorporating feedback from various stakeholders such as faculty, students, and alumni.

The documentation of incremental improvements was essential for accountability and transparency. It provided evidence of the institute's efforts towards continuous enhancement and served as a basis for future planning and resource allocation.

Overall, the IQAC catalysed fostering a culture of quality and excellence in the institute. By promoting self-reflection, collaboration, and evidence-based decision-making, it enabled the institute to adapt and thrive in an ever-changing educational landscape.

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

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

During the academic session 2022-23, our institute took several measures to promote gender equity, recognizing the importance of creating an inclusive environment where all individuals had equal opportunities to thrive. One significant initiative was the implementation of gender-sensitive policies aimed at fostering a more equitable workplace or learning environment. These policies encompassed various aspects, including recruitment, promotion, and remuneration, ensuring that gender bias was minimized throughout the organization.

Moreover, the institute established programs and initiatives specifically targeted at addressing gender disparities and promoting gender diversity. These programs included mentorship opportunities, networking events, and workshops designed to empower women and underrepresented genders, providing them with the support and resources needed to succeed in their respective fields. Additionally, the institute actively worked to raise awareness about gender issues through educational campaigns and events, fostering dialogue and understanding among members of the community.

Furthermore, the institute prioritized the establishment of support systems and resources tailored to the needs of individuals facing gender-related challenges. This involved setting up counselling services, advocacy groups, or dedicated spaces where individuals could seek assistance and find solidarity within the community.

Overall, these measures reflected our institute's commitment to advancing gender equity and creating a more inclusive environment for all members. By implementing policies, programs, and support systems aimed at addressing gender disparities and promoting diversity, we strove to foster a culture of equality where everyone had the opportunity to thrive and succeed, regardless of gender identity or expression.

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

- **Solid Waste Management: The college effectively manages solid waste by segregating materials at the source, collecting them regularly, and selling recyclables like plastic, metals, glass, cardboard, newspapers, and stationery to authorized vendors. The institute promotes a nearly paperless environment through digitization, encouraging the reuse of one-sided printed paper. Biodegradable waste is utilized for vermicomposting, and dustbins for waste segregation are strategically placed across the campus.**
- **Liquid Waste Management: Wastewater is efficiently transported through pipelines.**
- **Biomedical Waste Management: Though biomedical waste on**

campus is minimal, safe disposal practices are adopted. Items like cotton gauze, bandages, and textiles are disposed of alongside degradable waste, and 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 designatedpits.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	No File Uploaded
Geo tagged photographs of the facilities	View File

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

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

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	No File Uploaded
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	A. Any 4 or all 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	C. Any 2 of the above

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

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 institute promoted an inclusive environment that involved institutional efforts and initiatives aimed at fostering tolerance, harmony, and respect for various forms of diversity such as cultural, regional, linguistic, communal, socioeconomic, and others. These efforts took various forms, including:

• The institute educated staff, faculty, and students about the importance of diversity and how to promote inclusion effectively through meetings.

• The departments of the institute hosted events that celebrated different cultures, traditions, and festivals, helping foster understanding and appreciation for diversity among the staff, faculty, and students.

• The institute established committees dedicated to promoting diversity and inclusion.

• The institute developed policies and practices that promoted inclusivity in areas such as recruitment, admissions, and campus facilities.

• The institute provided support services, such as mentorship programs, counselling services, and academic resources, tailored to the needs of underrepresented groups to help ensure their success and inclusion within the institution.

• The institute designated certain areas on campus as safe spaces where individuals from marginalized or underrepresented groups could feel comfortable expressing themselves and seeking support, contributing to a more inclusive environment.

• The institute encouraged open and respectful dialogue about diversity-related issues through forums and panel discussions to help foster understanding and bridge gaps between different groups within the institution.

Overall, creating an inclusive environment required a multifaceted approach that involved proactive efforts to recognize, celebrate, and support the diverse experiences and identities within the institution.

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

Students and staff of the institute were sensitized on the constitutional obligations to create an understanding of the basic principles, values, rights, duties, and responsibilities enshrined in the Constitution. The objective of this process was to develop a sense of civic awareness, social responsibility, and ethical conduct among the

individuals in the institute.

The institute focused on values such as equality, justice, liberty, and fraternity that fostered a culture of respect for diversity and inclusivity. Students and employees of the institute learned to appreciate the inherent worth and dignity of every individual, regardless of differences in race, religion, gender, or socio-economic status.

The students and employees of the institute understood the constitutional rights that empowered individuals to exercise and defend their freedoms effectively. By educating stakeholders about fundamental rights such as freedom of speech, expression, and association, institutions promoted an environment where dialogue, dissent, and intellectual inquiry thrived.

Acquainting students and employees with their duties and responsibilities as citizens fostered a sense of duty towards the community and nation-building. This involved emphasizing obligations such as upholding the rule of law, paying taxes, participating in democratic processes, and contributing to the welfare of society through volunteerism and civic engagement.

Moreover, sensitization efforts included discussions, workshops, seminars, and interactive sessions that encouraged critical thinking and ethical decision-making. These activities provided opportunities for reflection, dialogue, and application of constitutional principles to real-world issues, thereby nurturing socially responsible and ethically conscious individuals.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/95215-7.1.9.-values,-rights,-duties-and-responsibilities-of-citizens.pdf
Any other relevant information	Nil

| 7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and | C. Any 2 of the above |

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

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	**No File Uploaded**

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

The institute passionately commemorated various national and international events throughout the year.

* Independence Day on 15th August and Republic Day on 26th January were marked with flag-hoisting ceremonies, cultural events, and historical reflections.

* National Youth Day on 12th January honoured Swami Vivekananda with processions and youth conventions.

* National Science Day on 28th February promoted scientific temper through exhibitions and discussions.

* National Voters' Day on 25th January encouraged political participation among young voters.

* Women's Day on 8th March focused on women's achievements and safety with health camps and lectures.

* International Yoga Day on 21st June highlighted yoga's
health benefits with demonstrations.

* World Blood Donor Day on 14th June organized blood donation
camps.

* World Wildlife Day on 3rd March raised awareness about
wildlife conservation with events like "Vanya Jiv Saptaha" by
the Zoology department.

* Additionally, festivals like Dasara, Diwali, Holi, Eid, and
Christmas were celebrated to foster unity and equality among
students and staff.

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: Holistic Social Outreach Programs

Objectives: Enhance community well-being, sustainability,
modern farming, women's empowerment, and national unity while
addressing post-pandemic health concerns.

Context: Implemented during NSS camps in villages and college
campuses, activities tailored to engage diverse demographics,
respecting cultural nuances and managing logistical
challenges. Community participation and training were
essential.

Practice: Integrated yoga camps, farming guidance, women's
empowerment, and health checkups, emphasizing holistic
development despite constraints.

Success Indicators: Measured through participation rates,

impact assessments, community feedback, health metrics, environmental changes, self-reliance, cleanliness improvements, and media coverage.

Problems & Resources: Challenges included logistical coordination, community engagement, expertise, infrastructure, funding, public awareness, medical support, training materials, environmental considerations, and volunteer mobilization. Efficient resource allocation and holistic approaches ensured success.

Title: Advancing Remote Learning via Virtual Classrooms

Objectives: (1) Enable distance education with virtual classroom tools and video conferencing. (2) Ensure diverse learners' access to educational resources. (3) Cater to various learning styles and schedules. (4) Enrich learning through multimedia sharing. (5) Equip both educators and students with virtual learning skills.

Context: Addressed technological accessibility, engagement, cybersecurity, and diverse learning needs. Strived for seamless communication despite potential barriers.

Practice: Enhanced remote learning, especially in India's higher education realm, overcoming challenges like internet access, digital literacy, and infrastructure limitations.

Evidence of Success: Increased participation, positive feedback, and meeting learning goals. Monitored engagement, academic performance, and tech integration.

Problems and Resources: Addressed connectivity, engagement, privacy, and training needs. Required resources: high-speed internet, compatible devices, and comprehensive training for virtual platform proficiency.

File Description	Documents
Best practices in the Institutional website	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/34152-best_practice_2022_2023_compressed.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 performance of the institution in the area of research stood out as a distinctive priority and thrust. With eight dedicated research centres covering a diverse range of subjects, the institution demonstrated a comprehensive approach to academic inquiry. The presence of 17 research supervisors further emphasized the institution's commitment to fostering a conducive research environment, facilitating mentorship, and ensuring quality output.

The publication record was noteworthy, with 24 research papers published in reputed national and international journals. This indicated not only the quantity but also the quality of research output, showcasing the institution's ability to contribute to the global academic discourse.

Additionally, the publication of 10 books, both as textbooks and reference materials, underscored the institution's efforts to disseminate knowledge and promote scholarly engagement.

The acquisition of research funds totalling Rs. 500,000 from the government reflected external recognition and support for the institution's research endeavours.

Furthermore, the establishment of four Memorandums of Understanding (MOUs) signified strategic collaborations and partnerships with external entities, which could enhance research opportunities, facilitate knowledge exchange, and foster innovation.

The active involvement of students in research was evident from the substantial number of projects and dissertations (45) submitted by both undergraduate and postgraduate students within the science faculty.

The arrangement of 9 guest lectures across various departments suggested a proactive approach to knowledge exchange and interdisciplinary collaboration.

File Description	Documents
Appropriate web in the Institutional website	**No File Uploaded**
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

In the upcoming academic year, the institution aims to enhance its educational offerings and support services through a series of strategic actions:

- Integrate innovative technologies like online platforms and virtual labs to enrich teaching and learning experiences.
- Provide professional development opportunities for faculty to improve teaching methodologies and stay abreast of research.
- Strengthen services such as advising, counselling, and career guidance to foster holistic student development.
- Encourage research by providing funding and resources for both faculty and students.
- Forge collaborations with industries for internships, guest lectures, and real-world projects.
- Promote diversity through cultural programs and support networks for underrepresented groups.
- Organize events and clubs to foster a vibrant campus community and develop leadership skills.
- Develop robust assessment methods to continuously improve academic programs.
- Invest in upgrading classrooms, labs, and libraries to provide a conducive learning environment.
- Implement measures to uphold academic standards and ensure compliance with accreditation requirements.
- Develop protocols to address public health emergencies and ensure the well-being of all.
- Integrate sustainability principles into campus operations and research projects.
- Strengthen ties with the local community through outreach and service-learning initiatives.

These actions aim to enhance the academic and overall experience for all stakeholders within the institution.