



Yearly Status Report - 2019-2020

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 own campus		Yes
Phone no/Alternate Phone no.		07232244687
Mobile no.		9890047278
Registered Email		mishrarammanohar@gmail.com
Alternate Email		amyt1401@sgbau.ac.in
Address		Godhani Road
City/Town		Yavatmal
State/UT		Maharashtra
Pincode		445001
2. Institutional Status		

Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Rural
Financial Status	Self financed and grant-in-aid
Name of the IQAC co-ordinator/Director	Dr. Ajay B. Lad
Phone no/Alternate Phone no.	07232244687
Mobile no.	9822460072
Registered Email	iqacamvytl@gmail.com
Alternate Email	drajay_lad@rediffmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/94746-aqar_2018_19.pdf
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	http://amolakchandmahavidyalaya.ac.in/admins/upload_files/14462-academic_calendar_2019_2020.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	C++	2.67	2004	08-Jan-2004	07-Jan-2009
2	B	2.29	2016	05-Nov-2016	04-Nov-2021

6. Date of Establishment of IQAC	22-Aug-2009
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7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

International Yoga Day	21-Jul-2019 1	175
Anti-tobacco day	11-Jul-2019 1	195
Purgrasta sahayyata nidhi feri	04-Sep-2019 1	110
Cleanness drive on occasion of Mahatma Gandhi Jayanti at Nakapardi Village	02-Oct-2019 1	50
Kapade v mithai vatap	02-Nov-2019 1	175

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

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2020 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

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11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

1. The IQAC helped to enhance the quality of education through policy formulation, policies and procedures, monitoring academic programs, and providing support for faculty development. A total of 11 faculty members attended

orientation, refresher, shortterm, and oneweek training programs. 2. The IQAC facilitated the accreditation process by providing the necessary data, documentation, and support to accreditation bodies. The institute uploaded the data of the All India Survey on Higher Education (AISHE) 201920 on 27.12.2021. 3. The IQAC promoted continuous improvement by conducting feedback from stakeholders and student satisfaction surveys. For sessions 201920, 2657 students and 61 teachers submitted feedback, and 738 students submitted a student satisfaction survey. The feedback and survey helped identify areas of improvement and take corrective actions to enhance the quality of education in the next academic session. 4. The IQAC assists departments in organizing guest lectures, best practices, addon courses, and certification programs. 5. The Department of History organized a guest lecture on Central Indian History and Culture. The Department of Zoology and Electronics implemented best practices: BLOOD GROUP DETECTION AND HEMOGLOBIN checkups, and PRINTED CIRCUIT BOARD DESIGN respectively. 6. The IQAC institutionalized best practices by developing standard operating procedures (SOPs) for admission, examination, and teachinglearning, and ensured their implementation at all levels. 7. The IQAC monitored various quality indicators such as student performance, faculty satisfaction, research outcomes, and infrastructure facilities. The average result of the institute for the academic year 201920 is 98.04. A total of 55 research papers were published in international journals by the institutes faculties during the academic session 201920. The institutes faculty members were involved in writing textbooks and chapters in books, and they published 5 books during this session. The 61 faculty members of the institute participated and presented research papers in 127 seminars, conferences, and symposiums at national and international levels. The institutes expenditure on infrastructure upgrading during the session is Rs. 4,082,089/.

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

Plan of Action	Achivements/Outcomes
To promote the research culture in the institute	Faculty members and researchers has published 55 research papers in various journals of national and international repute attended conferences and published 05 books and chapters in books
To Purchase laboratory equipment's	The institute has purchased laboratory equipment's of Rs. 7,39,000/- during the academic session 2019-2020.
To organize study tours to research Institute and industries.	Institute has organized 05 industrial visits at MIDC Yavatmal 02 educational Institute visits and 01 study tour for undergraduate science students with faculty members.
To organize workshops/ training programs/ lecture/Quiz	"1) History department of Institute has organized Guest lecture on topic Central Indian History and Culture. 2) Karate Traning for Women empowerment on the occasion of International Women's day. 3) Online Quiz on Covid-19

Awareness by Women Cell NSS. 4) Online University Level Quiz contest organised by Physics Department in collaboration with AUPTA."

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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2021
Date of Submission	27-Dec-2021
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

1. The principal conducts a meeting at the beginning of the session with heads of the departments and the academic calendar committee and finalizes the academic calendar of the institute in tune with the university academic calendar. 2. The principal conducts meetings with faculties to discuss the academic activities for the session and to follow the academic calendar. 3. The timetable committee which includes the senior faculties from each stream prepares the timetable based on the workload of each subject as per university guidelines. The timetable is displayed on notice boards of concerned departments and the College website. 4. The head of the department conducts meetings with faculty members to discuss the distribution of workload, allotment of units and papers, and plan activities of the department. 5. Each faculty member prepares a teaching plan as per the workload allotted and follows the timetable. 6. The faculty uses teaching aids such as transparency, overhead (LCD) projectors and computer systems to make teaching effective whenever necessary. 7. Students maintain the record book of practical's which are verified by the concerned/ in charge teacher and certified by the head of the departments. 8. The faculty members use PowerPoint presentations for regular practical demonstrations. 9. The faculty member engages in the extra theory and practical periods as and when necessary. 10. The seminars and group discussions are arranged in addition to conventional teaching methods for effective delivery of the curriculum. 11. Few departments in the science faculty maintain a departmental library to facilitate the students to access the books available in the concerned subject. 12. The faculties provide study

materials and question banks based on the university syllabus. 13. The departments organise visits to industries, educational and research institutes, botanical gardens and wildlife sanctuaries as a part of the curriculum. 14. The departments organise Guest lecturers and invited talks on the latest development in the subjects. 15. The college collects and analyses the feedback from students for the improvement in curricular, co-curricular, extracurricular and administrative activities. 16. The institution implements a systematic evaluation method which is strictly adhered to by conducting a class test for internal assessment with the provision of revaluation. 17. The faculties identify slow and advanced learners through internal assessment, the faculty conducts remedial classes for slow learners and encourages advanced learners to participate in co-curricular and extra-curricular activities. 18. The institute conducts retests for slow learners to improve scores and absent students. 19. The institute offers sufficient opportunities to acquire additional skills through sports, NCC, NSS & cultural activities. 20. The principal monitors the effective implementation of the academic calendar through formal meetings with the head of the department.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NIL	NIL	Nil	0	0	0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nil	NIL	Nil
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
MSc	Chemistry, Physics, Mathematics	24/06/2010

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
NIL	Nil	0
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1.3.2 – Field Projects / Internships undertaken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
Nil	NIL	0
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	No
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

? The feedback from stakeholders helps in identifying areas of improvement, addressing concerns and enhancing the quality of education and services provided. ? The institute adopts methods such as surveys and suggestion boxes to collect feedback. ? The IQAC of the institute prepares separate well-designed feedback questionnaires for all stakeholders like teachers, alumni, employers and students which includes both quantitative and qualitative components. ? The feedback questionnaires include questions on academic, administrative, student support, faculties and facilities with more emphasis on teaching-learning process. ? The members of the feedback committee distribute the feedback questionnaire to all stakeholders and collect and analyse the quantitative data using statistical methods, such as mean, median, and regression analysis to identify trends and patterns. ? The feedback committee, faculty and IQAC give clear instructions regarding the importance of participation and encourage stakeholders to provide their feedback. ? The teacher feedback helps to identify the areas such as teachers' satisfaction, faculty development and training which leads to improvement in the work environment and quality of instruction. ? The analysis of feedback obtained contributes to a comprehensive understanding of the feedback received and helps in identifying the strengths and weaknesses of the institute to create a balanced approach to development. ? The feedback analysis report highlights some of the important findings for the academic year 2019-2020. ? In all 2657 (UG and PG students) from all three streams of Arts, Commerce and Science and 58 Teachers submitted their feedback questionnaires and 738 students submitted students' satisfaction survey. ? The students feedback analysis about teachers' role in academics, teaching and other co-curricular and extracurricular activities was found excellent for better achievements. ? The teaching and communication skills with subject knowledge and preparedness of most of the teachers are highly appreciated by the students. ? The students found satisfied and happy with the institutions role, duties, and responsibilities along with the academic staff also appreciated all the academic, curricular and extracurricular aspects. However, there are some suggestions from students such as increase in ? Sealing fans in classrooms. 2) Regular unit tests. 3) Placement activities. 4) ICT tools. 5) Games and sports facilities (playgrounds). 6) Washrooms and toilets. 7) Safe and clean drinking water facilities. 7) Computer systems in the library, computer science and commerce department. 8) Extra classes for UG and PG. 9) Educational Tours, Industrial visit, cultural event to minimize the communication gap among students and teachers and create a healthy atmosphere for teaching-learning process. ? The institute prioritizes the areas and designs an action plan for improvement based on feedback analysis. ? The feedback committee monitor and evaluate the progress made on the areas addressed for improvement. ? The adjustments are made to action plans based on the feedback received during the implementation process. ? The institute communicates the outcomes of the feedback analysis and the subsequent development initiatives to stakeholders. ? The institute

provides an opportunity for stakeholders to provide further input and engage in the continuous improvement process.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BSc	Nil	980	1102	883
BA	Nil	1200	873	636
BCom	Nil	780	821	555
MSc	Physics	40	57	40
MSc	Chemistry	40	55	43
MSc	Mathematics	60	78	61
MA	English	160	211	113
MA	Marathi	160	187	125
MA	History	160	197	151

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	2074	1048	58	20	1

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
78	10	5	5	0	2

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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The mentoring system in the institute plays a vital role in supporting students academic and personal development. It provides a structured framework for students to receive guidance and support from experienced mentors to navigate their educational journey. ? The primary purpose of a student mentoring system is to facilitate the growth and success of students by pairing them with mentors who can provide guidance, support, and advice. ? Mentors help students in study strategies and academic planning to enhance their academic performance. ? Mentors assist students in exploring career options, setting career goals and developing necessary skills in their chosen fields. ? Mentors provide guidance on personal and interpersonal skills, time management, and goal setting to help students develop holistically. ? Mentors address any personal or emotional challenges students may face during their college journey. ? Mentors connect students with professionals and

alumni to expand their networks and provide valuable industry insights. ? The mentor-mentee ratio in the institute for the academic session 2019-20 is very low due to large student strengths and the paucity of teachers as teachers' recruitment has been stopped by the state government since the academic session 2014-15. ? The head of institute conducts training programmes for mentors to understand their roles and responsibilities, maintain confidentiality, and develop effective mentoring skills. ? Due to the paucity of teachers, the institute adopts a simple process to form the mentoring group in which the total number of students in the faculty are divided by the number of teachers in the faculty. ? Mentors and mentees engage in regular face-to-face meetings to discuss academic progress, career plans, personal challenges, and any other areas where support is needed. ? Mentors use email, messaging platforms, or online portals to maintain communication between meetings and provide ongoing guidance and support. ? Mentors assist mentees in setting realistic short-term and long-term goals related to their academics, career, and personal development. ? Mentor- mentee works collaboratively to develop action plans, identify resources, and monitor progress toward achieving these goals. ? This process helps students to stay focused, motivated and accountable for their growth. ? Mentees provide feedback on their mentoring experience, while mentors may also offer insights into the progress and challenges faced by their mentees. ? The evaluations of mentees feedbacks help the institute to identify areas for improvement and make necessary adjustments to enhance the overall mentoring system.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
3122	78	1 : 40

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
86	61	25	24	37

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nil	NIL	Nil	NIL
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BSc	B. Sc.	Semester VI	03/11/2020	29/11/2020
BA	BA	Semester VI	06/11/2020	25/11/2020
BCom	B.Com	Semester VI	05/11/2020	26/11/2020
MSc	M Sc.Physics	Semester IV	03/11/2020	02/12/2020
MSc	M. Sc.Chemistry	Semester IV	03/11/2020	02/12/2020
MSc	M. Sc.Mathematics	Semester IV	03/11/2020	03/12/2020
MA	M. A. English	Semester IV	03/11/2020	28/11/2020

MA	M. A. Marathi	Semester IV	03/11/2020	28/11/2020
MA	M. A. History	Semester IV	03/11/2020	29/11/2020
MA	M. A. Political Science	Semester IV	03/11/2020	24/11/2020
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

1) The academic calendar committee in consultation with HODs under the supervision of the principal prepares an academic calendar of the institute in tune with Sant Gadge Baba Amravati University, Amravati before the commencement of the academic session. 2) The academic calendar is uploaded on the college website and displayed on main and department notice boards. 3) The Institute communicate to students about the weightage given to the different assessment components such as unit test, assignment, seminars, industry visit, group discussion and project. 4) The students 'academic progress is monitored regularly by continuous internal evaluation through Course wise assignments, seminars, project work, class tests, educational tours, industry/field visits, group discussions, presentations, case studies, practical assessments and research projects. 5) The college examination committee implement and monitor the overall internal assessment process. 6) The Time tables of the class test are displayed on the department notice boards, institutional website and sent to student WhatsApp groups. 7) The question papers for class tests are set by faculty as per the university examination pattern. 8) After the evaluation of class test answer sheets and slow and advanced learners are identified in each class. Departments prepare consolidated Internal Assessment mark lists and displayed them on the notice board. 9) Institute established a culture of continuous review and improvement of the evaluation system based on feedback from students, faculty and other stakeholders. 10) The department ensures that students receive regular and timely feedback on their assessment that allows them to make necessary adjustments and enhance their learning experience

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

1. The academic calendar of the institute serves as a comprehensive schedule that outlines important dates, events and activities throughout the academic year. 2. The principal conducts a meeting well before the beginning of the session with heads of the departments, and members of the academic calendar committee and finalise the academic calendar of the institute in tune with the University academic calendar. 3. The academic calendar of the institute includes key dates such as the start and end dates of the semester, holidays, vacations, admission deadlines, examination schedules, extracurricular activities, National and international commemorative days, national festivals, internal examination assessment activities, dates of committee meetings and other academic-related activities. etc. 4. The academic calendar is communicated to all stakeholders through multiple channels such as the institutes website, prospectus, display on main and department notice boards. 5. The academic calendar serves as a guide (i) for faculty members to plan their courses, assignments and academic activities of the department according to the schedule provided in the academic calendar. (ii) for students to keep track of admission deadlines, examination dates and other academic events. (iii) for administrative staff to align their activities with the calendar to ensure smooth operations. 6. The head of the institution incorporates minor changes in the academic calendar that deems appropriate in unforeseen circumstances and promptly communicated to stakeholders. 7. The Institute adheres to the academic calendar and ensures that examinations are conducted

smoothly avoiding scheduling conflicts and providing students with a fair and organized environment for assessments.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://amolakchandmahavidyalaya.ac.in/admins/upload_files/11324-pos_psos_cos_20_19_2020.pdf

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B. A.	BA	Nill	95	93	97.89
B.Sc	BSc	Nill	274	270	98.54
B.Com	BCom	Nill	165	161	97.58
M.Sc.	MSc	Physics	18	16	88.89
M.Sc.	MSc	Mathematics	27	27	100
M.Sc.	MSc	Chemistry	23	23	100
M.Com	MCom	Commerce	64	61	95.31
MA	MA	Economics	55	55	100
MA	MA	History	52	52	100
MA	MA	Political Science	44	43	97.73

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

http://amolakchandmahavidyalaya.ac.in/admins/upload_files/30584-students_satisfaction_survey_2019_2020.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	0	NIL	0	0

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
NIL	NIL	

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
NIL	NIL	NIL	Nil	NIL
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nil
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Physics	1

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Chemistry	9	Nil
International	Physics	5	Nil
International	Zoology	3	0.67
International	Botany	3	Nil
International	Computer Science	5	Nil
International	Mathematics	1	Nil
International	English	7	Nil
International	Marathi	2	Nil
International	Hindi	1	Nil
International	Economics	4	Nil
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Physics	2
Zoology	1
English	11
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the	Name of	Title of journal	Year of	Citation Index	Institutional	Number of
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Paper	Author		publication		affiliation as mentioned in the publication	citations excluding self citation
Mitochondrial DNA Diveristy in wild gaur (Bos gaurus gaurus): evidence from extant and historical samples	Ashwin Atkulwar, Sameera Farah, Yashashree Gadhikar, Mumtaz Baig	Mitochondrial DNA Part B : Resources	2020	4	Amolakch and Mahavi dyalaya, Yavatmal	3
Gas senseing behaviour of ZnO thick film sensor towards H2S, NH3, LPG and Co2	S. G. Onkar, S.G. Nagdeote, A.S. Wadatkar, and P.B. Kharat	Journal of Physics : Conference Series	2020	18	Amolakch and Mahavi dyalaya, Yavatmal	18

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Mitochondrial DNA Diveristy in wild gaur (Bos gaurus gaurus): evidence from extant and historical samples	Ashwin Atkulwar, Sameera Farah, Yashashree Gadhikar, Mumtaz Baig	Mitochondrial DNA Part B : Resources	2020	18	3	Amolakch and Mahavi dyalaya, Yavatmal
Gas senseing behaviour of ZnO thick film sensor towards H2S, NH3, LPG and Co2	S. G. Onkar, S.G. Nagdeote, A.S. Wadatkar, and P.B. Kharat	Journal of Physics : Conference Series	2020	91	18	Amolakch and Mahavi dyalaya, Yavatmal

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	35	67	4	21
Presented papers	6	9	0	3
Resource persons	0	1	0	0

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
International Yoga Day on 21/06/2019	IQAC	50	125
Purgrasta sahayata nidhi feri 04/09/2019	NSS	6	110
Plantation-NSS unit 22/09/2019	NSS	5	150
Youth Festival participation 30/09-03/10/2019	SGBAU Amravati	5	35
Mahatma Gandhi Jayanti at Nakapardi 02/10/2019	NSS	5	45
Kapade v mithai vatap 02/11/2019	NSS	6	175
Bandhara bandhanae at Nakapardi 22/11/2019	NSS	4	75
Path-natya AMV students 10/12/2019	Young India Forum	2	30
Avishkar-A student research convention (Intercollegiate) 11/01/2020	SGBAU Amravati	25	172
NSS camp at Nakapardi 15-22/01/20	NSS	7	100

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies

during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0
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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
NIL	NIL	NIL	0	0
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	0	NIL	0
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	Nil	Nil	0
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Maharashtra Centre for Entrepreneurship Development (Entrepreneurship trainings and research)	30/11/2019	Industry visit of Chemistry and Physics students at MIDC, Lohara, Yavatmal.	1000
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development

2730000

2157480

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Newly Added
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
NIL	Nil	NIL	2023

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	70607	8546808	1439	447893	72046	8994701
Reference Books	4695	Nil	27	Nil	4722	Nil
e-Books	Nil	5000	Nil	5000	Nil	10000
Journals	35	44245	35	44245	70	88490
e-Journals	Nil	5000	Nil	5000	Nil	10000
CD & Video	304	Nil	12	Nil	316	Nil
View File						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	Nil
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth	Others
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								h (MBPS/ GBPS)	
Existing	57	39	60	0	0	12	6	10	0
Added	10	6	0	0	0	2	2	10	0
Total	67	45	60	0	0	14	8	20	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

10 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	NIL

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
1345000	1924609	2730000	2157480

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The Physical, Academic and support facilities such as laboratories, libraries, sports complexes, computers, classrooms, etc., are assets for both faculties and students to excel in their teaching learning experience. The institute implements the following procedure and policies to maintain physical, Academic and support facilities. LABORATORY: 1) The departments have outlined guidelines for the proper use of equipment's to maximize their lifespan and minimize downtime. 2) The departments have framed the rules for managing consumables, such as chemicals and lab supplies, to avoid wastage and ensure sufficient availability. 3) The head of the department assign responsibility to laboratory assistant to prepare maintenance checklist. 4) The laboratory assistant and staff members report and address facility issues to HODs. 5) The departments have framed safety protocol to ensure the well-being of students, faculty, and staff working in the laboratory such as handling hazardous materials, chemicals, and equipment. LIBRARY: 1) The two books per week are issued to the students and should return within 15 days. 2) The library reading room are used by students of the institute only. 3) The outside visitors can utilise the library facilities with permission of principal of the institute. 4) A valid identification card is required to issue books, access electronic resources, and use library facilities. 5) Overdue fines and penalties may be applied for late returns or damaged/lost items, as per the librarys fee schedule. SPORTS COMPLEX: 1) The students, staff, and other individuals submit request to use the indoor and outdoor games and sports facilities in advance. 2) Preference is given to college extracurricular activities that requires the use of games and sports facilities. 3) The sports department conducts regular maintenance and safety inspection to ensure games and sports facilities are safe for use. 4) The directors of physical education supervise sports activities. 5) The institute allows outsider to use the sports facilities at no cost when not in use. COMPUTERS: 1) The computers are used only for educational purposes. 2) Computers should be checked regularly for software and security

updates, and viruses. 3) All software and content are properly licensed. 4) Students, faculty, and staff are not allowed to tamper with the computer hardware or software. 5) The computer labs and administrative office are regularly cleaned and disinfected. 6) The important data and files are regularly stored (backup). CLASSROOMS 1) The classrooms are used for the intended purpose only and not for personal use or storage. 2) The classroom layout and seating arrangements are adequate for the purpose of the teaching and learning. 3) The institute conducts regular inspections of classrooms and other academic facilities to identify any maintenance or safety issues. 4) The institute develop a maintenance schedule for routine tasks such as cleaning, repairing equipment, and replacing damaged furniture. 5) The classrooms are allocated considering the factors such as class size and students' strength in courses.

http://amolakchandmahavidyalaya.ac.in/admins/upload_files/4662-procedures_and_policies_for_maintaining_facilities.pdf

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nil	Nil	Nil
Financial Support from Other Sources			
a) National	Post Matric Scholarship from Government of Maharashtra	2210	21509319
b) International	Nil	Nil	Nil
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Organized a special yoga camp on the occasion of International Yoga Day	21/06/2019	125	Nil
Under the Cleanliness service, the college students organized cleanliness programme of the college campus.	02/10/2019	200	Nil
One day Seminar on Womens Health Education, Self defense and Rights is organized in the	04/03/2020	440	Nil

College.			
Organised Self Defense workshop for College students, on the occasion of World Womens Day.	08/03/2020	100	Nil
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
Nil	NIL	0	0	0	0
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NIL	0	0	NIL	0	0
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	6	B. Sc.	Department of Mathematics	Amolakchand Mahavidyalaya Yavatmal	M. Sc. Mathematics
2019	23	B.A.	Department of Political Science	Amolakchand Mahavidyalaya, Yavatmal	Master of Arts (Political Science)
2019	4	B.Sc	Department of Botany	Wadhavani Institute, Yavatmal	PG DMLT
2019	4	B.Sc.	Department	G.V.I.S.H,	Master of

			of Botany	Amarvati	Science (Botany)
2019	1	B.Sc.	Department of Botany	Vidhyabharti College, Amravati	Master of Science (Botany)
2019	50	B. Com	Department of Commerce	Amolakchand Mahavidyalaya, Yavatmal	M. Com
2019	16	B.Sc.	Department of Chemistry	Amolakchand Mahavidyalaya, Yavatmal	Master of Science (Chemistry)
2019	6	B.Sc.	Department of Physics	Amolakchand Mahavidyalaya, Yavatmal	Master of Science (Physics)
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	1
SET	2
GATE	1
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Cricket	Instittutional	144
Badminton	Institutional	36
Kabaddi	Institutional	96
Volleyball	Institutional	108
View File		

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2020	Inter University Sports Competition- (Colourholder) Table Tennis	National	1	Nil	1940103510	Mr. Om Palekar
2020	Inter	National	1	Nil	17401696	Ku.

	University Sports Competition-(Colourholder) Hockey					Sharau Shivankar
2020	Inter University Sports Competition-(Colourholder) Kho-Kho	National	1	Nil	18401524	Ku. Payal Jadhao
2020	Inter University Sports Competition-(Colourholder) Taekwondo	National	1	Nil	17401611	Ku Smita meghe
2020	Inter University Sports Competition-(Colourholder) Basketball	National	1	Nil	17401350	Mr Anshul Meshram
2020	Inter University Sports Competition-(Colourholder) Softball	National	1	Nil	16402121	Mr Akshy More
2020	Inter University Sports Competition-(Colourholder) Volleyball	National	1	Nil	14402141	Mr Rohit Bhoyar
2020	Inter University Sports Competition-(Colourholder) Volleyball	National	1	Nil	1645043	Mr Shivkumar Jadhav

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

1. The student council of the institute is a statutory body constituted according to the directions of the affiliating university. 2. The student council consists of a secretary, class representatives of each class who have

the highest marks in the qualifying examination and passed in the preceding year, one representative each from NSS, NCC, games and sports, and cultural activities who have outstanding performance in the preceding academic session, and two female representatives nominated by the principal who have outstanding performance in academic and co-curricular activities in the preceding year. 3. The secretary of the student council is elected by the members of the student council, i.e., representatives, through a single transferable voting system. 4. The secretary of the student council represents the institute on the student council of affiliating universities. However, due to State Government policy, student council elections were not conducted in 2019-2020. 5. The student council of the institute plays a vital role in representing the interests and concerns of the students. It serves as a platform for students to voice their opinions, address issues, and actively participate in decision-making processes. 6. The activities of the student council involve several key aspects, including representation on academic and administrative committees and acting as a liaison between the student community and the academic and administrative bodies of the institute. 7. The members of the student council understand the needs and aspirations of the students and effectively communicate them to the relevant authorities. 8. The secretary and members of the student council have representation on various administrative and academic committees such as IQAC, Discipline Committee, Games and Sports Committee, Cultural Committee, Anti-Ragging Committee, Internal Complaints Committee, Student Welfare Committees, and Campus Development Committees, Students' Redressal Committee, NSS, NCC, Outreach Cell, Study and Excursion Tour Committee, Natures Club, etc. 9. The representation of students on various committees ensures that: (1) students have a platform to express their concerns, suggestions, and grievances, fostering a sense of inclusivity and participation. (2) student perspectives are taken into account during program evaluations and the formulation of rules and regulations. 10. The members of the student council, through various committees: (1) contribute to maintaining the quality and relevance of education provided by the institution, (2) helps to bridge the gap between students and faculty/staff, facilitating better communication and understanding, and (3) helps to develop skills such as leadership, communication, negotiation, and effectively carrying out responsibilities. 11. Student council addresses student issues: discipline, infrastructure, services, and campus environment. 12. The representation of students and members of the student council on various committees promotes transparency and accountability within the institution.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The governing body makes policy decisions for all stakeholders and delegates authority to the CDC and Principal for daily operations, aligned with the institutes mission and vision. The principal is also authorized to appoint two senior faculty members as a shift in charge for the smooth functioning of academic and administrative activities. These shifts in charge serve as a communication link between students, faculty, department heads, and the principal. Decentralisation and participative management are practices adopted in the institute that aims to promote collaboration among faculty, staff, and students, transparency, autonomy, innovation, accountability, shared decision-making and engagement among stakeholders.

DECENTRALISATION: One practice of decentralisation in the institute is the authorisation of departments to take decisions at the department level. Under this approach, each department is given a certain level of authority and decision-making power to develop and implement their own certificate and add-on courses, conduct department cocurricular activities, arrange study tours and visits to research institutes, recommend the purchase of books, and laboratory equipment, computer systems and software, and department facilities. This decentralisation of power allows departments to modify their programs and operations to meet the specific needs of their students and disciplinary focus. For example, the department of Chemistry, (1) Organised a lecture series for UG and PG students. (2) Arranged visits for undergraduate students at MIDC to provide hands-on experience, and real-world operations, and inspire business choices. (3) Organised visits at a research laboratory of VIT Vellore, to gain practical knowledge, explore cutting-edge research, interact with experts, foster academic curiosity, develop critical thinking, and inspire potential future careers in the field. (5) Conducted "soil testing at no cost" to promote sustainable farming, enhance students practical skills, foster research in soil chemistry, and contribute to the local communitys agricultural and environmental needs.

PARTICIPATIVE MANAGEMENT: The practice of participative management in the institutes is achieved through the establishment of various faculty and student committees. These committees involved all stakeholders including faculty, students, staff and administrators and provide a platform to participate in the decision-making process of the institute. For example, (1) The College staff council, allow faculty members to voice their opinions and contribute to the development of academic policies. (2) Student councils or student associations enable students to provide input on student services, extracurricular activities, facilities and campus-wide initiatives. (3) College Development Committee a statutory body, allows the Principal, IQAC coordinator, representatives of teachers, students, non-teaching staff and a governing body to deliberate on various issues like infrastructure upgradation and maintenance, facilities, quality enhancement initiatives, etc. The participative management structure of the college ensures the stakeholders have a say in shaping the educational experience and contributing to the overall governance of the institution.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	1. Institution implements formative and summative assessment techniques to ensure that students are learning effectively and to evaluate the success

of the curriculum. 2. Institute Collects feedback from students, alumni, and faculty to review the strength and shortcomings in all areas such as teaching-learning, co-curricular and extracurricular activities, administration, student support, facilities etc. of the institute continuously. 3. Institute provides regular training and development opportunities for faculty to keep them updated with the latest trends, technologies, and pedagogy skills. 4. The institute Integrates new technologies like Virtual reality, cloud computing, and other tools to improve and enhance curriculum delivery and efficacy.

Teaching and Learning

1. The faculty of the institute uses active learning techniques such as group discussions and projects to encourage student engagement and improve their understanding. 2. The faculty of the institute integrates technology-enabled learning techniques such as online lectures and virtual labs of learning activities facilitating flexible and personalized learning. 4. The institute offers regular training and professional development opportunities to academic staff to upgrade their teaching skills and innovative learning techniques. 5. Institute arranges visits to industries that provide students with practical experience and helps students to understand real-world applications. 6. The institute collects student feedback to improve teaching-learning strategies.

Examination and Evaluation

1. The institution conducts regular training for invigilators to enhance their knowledge and skills in conducting fair examinations. 2. The institute implements formative assessments such as quizzes, mid-term tests, and feedback help students to determine their progress and identify their areas of weakness. 3. The institute provides solved answer sheets of mid-term tests to students for higher transparency and credibility. 4. The institution encourages students and faculty to provide constructive feedback on the examination and evaluation process and used it for continuous improvement of the system.

5. The institute sets great importance on academic integrity to prevent unfair means and other forms of academic misconduct, ensuring the exam results are genuine and trustworthy

Research and Development

1. The institute establishes a research culture through the recognition of research centres in different disciplines by affiliating universities. 2. The institute encourages facilities for conducting research under the UGC scheme faculty development programme. 3. Institute promotes co-authorship by encouraging faculty members to publish research papers in high-impact journals with external researchers. 4. The institute sets great importance on research ethics to promote ethical conduct in research. 5. The institute improves research infrastructure by investing in research facilities, laboratories, and equipment. 6. The institute signed a memorandum of understanding for research collaboration with another institute.

Library, ICT and Physical Infrastructure / Instrumentation

1. The institute regularly reviews and updates its collection of books, journals, periodicals and electronic resources. 2. The Institute conducts user surveys to gather feedback on the librarys services and resources and uses this information to make improvements. 3. The institutes library is open for extended hours to cater to the students needs. 4. The institute invests in the latest technology and software to provide students with an up-to-date learning experience. 5. The institute provides high-speed internet connectivity and offers technical support to resolve any issues. 6. The institute conducts regular training programs, workshops, and seminars to upskill faculty and students on the effective use of technology. 7. The institute maintains high standards for its infrastructure by ensuring regular maintenance and upgrades of its labs, classrooms, and equipment. 8. The institute provides a safe and comfortable environment for students and faculty with green spaces, sports facilities, and amenities such as a canteen and reading rooms, common room number. 9. The institute invests in energy-saving bulbs and equipment,

renewable energy sources, and rainwater harvesting to promote sustainability.

Human Resource Management

1. The institute encourages staff to participate in training and development programs such as technical and soft skills training and leadership development to improve their skills and abilities. 2. The institute implements a well-defined performance-based appraisal system to ensure that employees are aware of their goals and objectives and their performance is evaluated against set standards. 3. The Institute recognises employee's achievements which helps in increasing employee motivation, engagement, and loyalty. 4. The institute adopts a transparent communication strategy to ensure that information is shared appropriately. 5. The institute adopts strategies such as employee satisfaction surveys, open-door policies, and regular team-building activities.

Industry Interaction / Collaboration

1. The Department of Chemistry, physics, computer science, and Electronics and the Faculty of Commerce organise an industry visit at MIDC, Yavatmal. 2. The institute provides students and faculty with an opportunity to acquire knowledge from experience and expert industry professionals through industry visits.

Admission of Students

1. The institute sets up separate admission committees for the Arts, Commerce and Science streams. The most senior teacher heads the committee. 2. The institute adopts a merit-based admission system where students are selected based on their academic performance to ensure the best and brightest students are admitted. 3. The institute aims to promote student diversity by admitting students from different financial backgrounds, cultures, and regions to create an inclusive and vibrant learning environment. 4. The institute strictly follows the guidelines of the reservation policy of the state and central government in the admission process. 5. The institute constantly reviews and improves its admission process to ensure fairness, transparency, and effectiveness. This helps to maintain the quality of the institutions student intake and

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
<p>Planning and Development</p>	<p>E-governance in planning and development involves digital tools and platforms for collecting data, analysing trends, and creating strategic plans. Social media platforms such as WhatsApp and Google Forms are employed to gather inputs from various stakeholders, analyse them to identify areas of improvement and create comprehensive development plans. These tools enable faster data processing, collaboration, and real-time updates, leading to better decision-making and effective development strategies.</p>
<p>Administration</p>	<p>E-governance in administration includes the digitization of administrative processes such as document management, communication, and workflow automation. This can involve the use of administrative software to manage tasks such as payroll processing. E-governance in administration streamlines processes reduces paperwork and improves transparency and accountability.</p>
<p>Finance and Accounts</p>	<p>E-governance in admission and student support involves the use of online platforms and portals for admission procedures, student enrolment, and support services. Online admission portals allow students to apply, submit documents, and track their admission status digitally, eliminating the need for physical forms and manual processing. E-governance in student support also includes the use of online platforms for academic counselling, grievance redressal, and access to digital learning resources.</p>
<p>Student Admission and Support</p>	<p>E-governance in finance and accounts focus on automating financial processes, ensuring transparency, and minimizing errors. Institute adopted accounting software such as Tally that handle tasks such as books of record, expense tracking, invoice generation, and financial reporting. E-governance in finance and accounts improves accuracy, streamlines auditing processes, and provides real-time financial insights to support decision-making.</p>

Examination	E-governance in college examinations includes the digitization of examination-related activities such as scheduling, question paper generation and result processing. R S software is used for downloading and printing the question papers of affiliating university Examinations. Online examination platforms enable secure and remote assessments, reducing administrative workload and ensuring fair and timely evaluation.
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6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
Nil	NIL	NIL	NIL	0
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
Nil	NIL	NIL	Nil	Nil	Nil	Nil
No file uploaded.						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Faculty Development Programme	1	01/07/2019	06/07/2019	6
Orientation Course	1	16/08/2019	22/08/2019	6
Short Term Course	1	19/08/2019	24/08/2019	6
Short Term Course	2	09/09/2019	14/09/2019	6
Refresher Course	1	13/09/2019	26/09/2019	14
Short Term	1	13/01/2020	18/01/2020	6

Course				
Faculty Development Programme	1	20/04/2020	06/05/2020	17
Faculty Development Programme	1	23/05/2020	29/05/2020	7
Faculty Development Programme	1	28/05/2020	03/06/2020	7
Faculty Development Programme	1	23/05/2020	29/05/2020	7
View File				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
24	17	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
<p>1) The institute recognise and felicitate teachers for their achievements on 15th August every year. 2) The college provides group insurance of Rs. 3,00,000/- on the death of employee in service. 3) Non-refundable aid of Rs. 5000/- to the family of deceased employee by AMV co-operative consumer stores. 4) Advance up to Rs. 50000/- in emergency health issues by the institute. 5) Gift in the form of gold ring having maximum cost up to Rs. 10000/- (proportional to face value his/her share amount) to the employee at superannuation. 6) Amolakchand Mahavidyalaya Consumer Cooperative society (Reg. No. 108) provides essential grocery and household equipment's to teachers. 7) The facility of personal loan on lowest interest rates are</p>	<p>1) The institute recognise and felicitate non-teaching staff for their achievements on 15th August every year. 2) The college provides group insurance of Rs. 1,50,000/- on the death of employee in service. 3) Non-refundable aid of Rs. 5000/- to the family of deceased employee by AMV co-operative consumer stores. 4) Advance up to Rs. 50000/- in emergency health issues by the institute. 5) Gift in the form of gold ring having maximum cost up to Rs. 10000/- (proportional to face value his/her share amount) to the employee at superannuation. 6) Amolakchand Mahavidyalaya Consumer Cooperative society (Reg. No. 108) provides essential grocery and household equipment's to non-teaching staff. 7) The facility of personal loan on lowest interest rates</p>	<p>1) The institute recognise and felicitate students for their achievements in co-curricular and extra-curricular activities on 15th August every year. 2) Awards and honours are provided by college faculties (Dr. S.S. Jadhav, Dr. A.B. Lad, Dr. K.Y. Butaley and Prof. D.S. Chavhan) to the students for their achievements in university examination. 3) The college provides travelling and dearness allowance to students for participation in games and sports as well as cultural activities at district and university level. 4) The institute provides 50 financial aid to the university for the purchase of Blazers to be given to students of the institute selected in university teams. 5) The institute provides track suits, shorts and T-</p>

<p>available for teachers through Amolakchand Mahavidyalaya employees cooperative credit society (Reg. No. 117). 8) Immediate loan sanction up to Rs.100000/- each by AMV co-operative credit society and co-operative consumer stores in case of emergency health issues. 9) Availability of auditorium for personal programmes to employees at no cost. 9) The institute organise health check-up camp for teaching. 10) No membership fee to college employee for availing facilities like fitness centre and parking.</p>	<p>are available for non-teaching staff through Amolakchand Mahavidyalaya employees cooperative credit society (Reg. No. 117). 8) Immediate loan sanction up to Rs.100000/- each by AMV co-operative credit society and co-operative consumer stores in case of emergency health issues. 9) Availability of auditorium for personal programmes to employees at no cost. 10) Provision of two uniforms to the class 4/Grade-D employees. 11) Priority to the wards of employee in college admission and fee concession to the wards of class 4/Grade-D employee. 12) Festival advance of Rs.5,000/- to non-teaching staff. 13) No membership fee to college employee for availing facilities like fitness centre and parking</p>	<p>shirts to the student selected for university team and inter collegiate team. 6) The institute organise health check-up camp for students. 7) The cooperative consumer store of the institute provides stationery items on subsidised rates. 8) Institute offers admissions at minimal fees. 9) No membership fee to college employee for availing facilities like fitness centre. 10) The institute provides college uniforms to students having poor financial backgrounds. 11) Teachers provide textbooks and reading materials to needy and financially poor students at no cost.</p>
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6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The institute conducts Internal financial audits regularly to assess the financial processes, controls, and risk management. The institute has had a full-time accountant since its inception to ensure the maintenance of annual accounts and audits. The institute has appointed A. K. GANDHI and FIRMS as internal auditors. The purpose of internal financial audits is to ensure that financial transactions are accurate and complete, financial records are maintained in compliance with regulations, and that internal controls are effective in safeguarding institutional assets. The internal auditor verifies,

- All the transactions are recorded on the same date/day by standard accounting procedure.
- The journals, ledgers and subsidiary books of accounts are maintained properly.
- Daily transactions and the related voucher are verified by the account section and attested by the principal.
- The internal financial audits are conducted by third-party auditors before 31st July every year.

External financial audits are conducted by independent auditors who review the financial statements and records of the institution to ensure that they are accurate, complete, and in compliance with accounting standards and regulations. The external auditors typically review the institutions financial statements, internal controls, and financial reporting processes to identify any areas of weakness or non-compliance. The results of these audits are communicated to the institutions management if any necessary corrective actions are taken. External audit of the institute is conducted by a) Auditor General, Nagpur and b) Joint Director of Higher Education, Amaravati. External audit checks cash books, ledger books, fees, vouchers, stock books, salary accounts,

non-salary accounts, scholarships, and funds received from government and non-government bodies and prepares trail balance and description of the payment. The audited financial report of the institute is placed before the CDC and the annual general meeting of governing body of the institute for approval.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	0	NIL
No file uploaded.		

6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Dr. P.B. Mandavakar, Indira College Kalamb Dist. Yavatmal	Yes	College Academic Audit Committee
Administrative	Yes	Dr. V. B. Raut, MM Colllege Darwaha, Dist Yavatmal	Yes	College Academic Audit Committee

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

The organization has outlined a potential development program to enhance the skills, knowledge, capabilities and professional growth of support staff. • The institute conducts a comprehensive assessment to identify the specific training needs of the support staff through surveys, interviews, and performance evaluations. • The institute collects information about existing skills, knowledge gaps, and areas where support staff require further development. • The institute designs clear and measurable learning objectives for the support staff based on assessment. • The institute provides training sessions to enhance the technical skills relevant to the support staffs roles such as software proficiency, data analysis, service techniques, communication skills, time management, and other job-specific competencies. • The institute organizes workshops and seminars, and training sessions focused on building professional skills such as problem-solving, and teamwork. • The institute encourages support staff to participate in webinars, conferences, and online courses to expand their knowledge base and keep up with trends and best practices. • The institute offers opportunities for support staff to gain exposure to different departments or areas through job rotations, shadowing programs, or short-term assignments within the institute. • The institute established mentoring programs where experienced staff members provide guidance and support to junior support staff. • The institute provides access to online learning platforms or

courses that align with the development needs of the support staff. • The institute promotes a culture of continuous learning and encourages staff to pursue further education or certifications to advance in their careers. • The institute encouraged support staff to participate in diversity and inclusion workshops to create a more inclusive campus community. • The institute regularly assesses the progress of support staff through performance evaluations for further improvement. • The institute acknowledges and rewards the achievements and progress of support staff who actively participate in the development program. • The institute continuously evaluates the effectiveness of the development program and makes adjustments based on feedback from the support staff, supervisors, and key stakeholders.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

The following post-accreditation initiatives ensure that the institute often focuses to maintain and improve its educational quality, reputation, and overall effectiveness and continues to meet the standards set by accrediting bodies and provide high-quality education that prepares students for their future careers. • The institute has established a process for continuous improvement by regularly assessing and analysing teaching methods and student outcomes. • The institute has encouraged faculty and staff to participate in workshops, seminars, conferences, and training sessions to keep updated with the latest pedagogical practices and technologies. • The institute has organised workshops, seminars, conferences, and training sessions for faculty and staff to enhance their skills, knowledge, and teaching methods. • The institute has prioritized in providing comprehensive student support services that address students academic, personal, and career development needs. • The institute encourages faculty and students to engage in research and innovation activities. • The institute actively engages with local communities, business organizations, and government agencies through outreach programs, volunteer opportunities, and experiential learning initiatives that benefit both the community and students. • The institute has increased investments in infrastructure, and digital tools to support online and blended learning, provide remote access to educational resources, and facilitate communication and collaboration between students and faculty. • The institute maintained strong connections with alumni, by providing platforms for alumni to contribute back to the institution through mentorship and guest lectures. • The institute adopted data-driven decision-making processes through the collection and analysis of data related to student outcomes, faculty performance, program effectiveness, and institutional benchmarks. The following post-accreditation initiatives are taken by the institute to meet the recommendations of the NAAC peer team. • To initiate the recruitment process for teaching and non-teaching vacant posts. • To initiate the library automation process. • To enhance the research centres in various disciplines. • To increase the ICT facilities. • To provide Wi-Fi and internet facilities for students and staff. • To increase investments in essential infrastructural facilities. • To increase the comprehensive support services that address students academic, personal, and career development needs. • To organise workshops, seminars, conferences, and training sessions for faculty and staff to enhance their skills, knowledge, and teaching methods. • To encourage the participation of faculty and staff in workshops, seminars, conferences, and training sessions to keep them updated with the latest pedagogical practices and technologies.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No

d)NBA or any other quality audit

No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	International Yoga Day	21/06/2019	21/06/2019	21/06/2019	175
2019	Anti-tobacco day	11/07/2019	11/07/2019	11/07/2019	195
2019	Purgrasta sahayata nidhi feri	04/09/2019	04/09/2019	04/09/2019	110
2019	Cleaness drive on occasion of Mahatma Gandhi Jayanti at Nakapardi.	02/10/2019	02/10/2019	02/10/2019	50
2019	Kapade v mithai vatap	02/11/2019	02/11/2019	02/11/2019	175
2019	Bandhara bandhane at Nakapardi	22/11/2019	22/11/2019	22/11/2019	75
2019	Path-natya (Young India Forum (AMV students)	10/12/2019	10/12/2019	10/12/2019	30
2020	District Level Avishkar- A Student Research Convention (Intercollegiate)	11/01/2020	10/01/2020	10/01/2020	172
2020	NSS Residential camp at Nakapardi	15/01/2020	15/01/2020	22/01/2020	100
2020	Blood donation camp	19/01/2020	19/01/2020	19/01/2020	150

[View File](#)**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES****7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants
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			Female	Male
Guest lecture on Challenges of Women in work place	05/01/2020	05/01/2020	268	72

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
<p>The institute is dedicated to promoting sustainability, educating future leaders on environmental challenges, and contributing to a greener future. Theyve implemented diverse initiatives to achieve these goals. 1. Efforts to enhance energy efficiency are evident through LED lighting upgrades and energy management system implementation. These align with the institutes commitment to adopting energy-efficient technologies. 2. Sustainable construction practices prioritize eco-friendly materials, natural light, and ventilation to minimize the institutes environmental footprint for new constructions and renovations. 3. Comprehensive waste management programs include recycling, composting, and waste reduction, supported by awareness campaigns for responsible waste disposal. 4. The college designates areas for biodegradable waste disposal, with waste being segregated, collected, and sorted for authorized recycling vendors. Paperless practices are promoted, and both sides of paper are encouraged. 5. Waste from the canteen and horticultural activities are collected for vermicompost production, aided by dustbins for waste segregation. Damaged furniture is recycled, repaired, or reused. 6. Efficient liquid waste management channels laboratory wastewater to pits and directs water runoff underground to replenish groundwater levels. 7. Biomedical waste, though minimal, is properly disposed of, minimizing health risks. E-waste components are salvaged for student projects and demonstrations. 8. Chemical waste from laboratories is managed through pipelines, while the campus remains free from radioactive waste. 9. Sustainable commuting methods like bicycles, electric bikes, and public transportation are promoted. Car and bike entry is restricted one day a week. 10. The affiliating university integrates environmental studies, sustainability, and renewable energy topics into the curriculum for second-year undergraduate students. 11. A Campus Sustainability Committee drives initiatives, events, and awareness efforts, fostering collaborations for tree planting, water conservation, and plastic reduction. 12. Efficient water management includes storage mechanisms and regular maintenance of water sources, along with rainwater harvesting. 13. Green practices like the RRR, turning off appliances, landscaping with plants, water conservation measures, roof rainwater harvesting, plastic bans, and reducing disposable items are part of the institutes culture. 14. By combining these initiatives, the institute cultivates a sustainable culture, educates students, and contributes to an eco-friendly future.</p>

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	7
Provision for lift	No	0
Ramp/Rails	Yes	9
Braille Software/facilities	No	0
Rest Rooms	Yes	2
Scribes for examination	Yes	11

Special skill development for differently abled students	No	0
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7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	Nil	1	21/06/2019	1	International Yoga day	Health Awareness	175
2019	1	Nil	05/10/2019	1	Industry visit Chemistry Department	Student-Industry interaction	199
2019	1	Nil	14/10/2019	1	Visit to Jawaharlal Darda Institute Engg. And Technology, Yavatmal Physics Department	Educational interaction	130
2019	1	Nil	18/10/2019	1	Industry visit Physics Department	Student-Industry interaction	170
2019	Nil	1	22/11/2019	1	Bandhara bandhane At Nakapardi	Water conservation	75
2020	Nil	1	19/01/2020	1	Blood donation camp	Health awareness	150
2020	1	Nil	30/01/2020	1	Study tour to Tadoba Tiger Reserve Zoology Department	Monitoring Biodiversity	150

2020	1	Nill	07/02/2020	1	Visit to V N C A B, Yavatmal	To acquaint with advanced biotechniques	150
2020	1	Nill	12/03/2020	1	Industry visit Chemistry Department	Student-Industry interaction	190
2020	Nill	1	29/04/2020	1	Covid 19 Awareness quiz	Corona epidemic awareness	650

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of conduct for student	10/06/2019	1) Students must, respect the educational institute and follow all its rules and regulations, maintain academic honesty by not plagiarizing, attend classes regularly and punctually and refrain from any form of cheating during examinations. 2) Students shall, always carry Identity Cards and produce them as and when required, be allowed campus in uniform, maintain a clean, safe and healthy environment and report any safety concerns immediately, not bring outsiders to the college, leave the campus as soon as the classes are over , remit all fees before the last date, not get involved in any political activities, not shout slogans inside the college premises, not stage or indulge in any activity like Dharna, or Gherao on campus, switch off their electronic devices in campus and not disfigure/damage/destroy any academic and physical

		<p>infrastructure. 3) Students should not carry alcohol, drugs, or any other banned substances in the campus. 4) Ragging is strictly prohibited in and outside the campus.</p>
<p>Code of conduct for teachers</p>	<p>10/06/2019</p>	<p>1. Teachers must, uphold the institutions mission and vision, regular and punctual, respect all stakeholders, not involve in discrimination, harassment, or any form of bullying with students and staff, follow research and academic ethics, follow rules and regulations of the institute, adhere to ethical standards and maintain confidentiality when handling sensitive information, encourage and support students to achieve their goals, led by example, and demonstrate dedication, responsibility, and professionalism in all interactions with students, colleagues, and the wider community and must discharge all the duties and responsibilities instructed by higher authorities. 2. Teachers should participate in extension, co-curricular and extra-curricular activities including community service, respect the rights and dignity of the students in expressing his/her own opinion, deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics, inculcate scientific outlook and respect for physical labour and ideal of democracy, patriotism</p>

		<p>and peace among students, co-operate in the formulation of policies of the institution, be aware of social problems and take part in social activities. 3. Teachers should not carry/use alcohol, drugs, or any other banned substances in campus, involve any form of violence (verbal/physical) with stakeholders.</p>
<p>Code of conduct for administrator</p>	<p>10/06/2019</p>	<p>1. Demonstrate honesty, transparency, and integrity in all professional dealings. Uphold high ethical standards and avoid conflicts of interest, act with fairness, impartiality. Respect for all members of the institute community. 2. Foster an environment that promotes teaching, learning and academic excellence. 3. Treat all individuals with respect, dignity, and fairness, regardless of their background, ethnicity, gender, or beliefs. Encourage open dialogue, active listening, and constructive feedback among staff, faculty, and students. Encourage professional development opportunities for faculty and staff, support research, scholarly activities, and the pursuit of knowledge within the institute. 4. Take responsibility for decisions made and actions taken, ensure transparency in administration and resource allocation, maintain effective governance. 5. Prioritize the safety and development of students. Establish mechanisms to address grievances of</p>

		<p>students. Provide guidance and support services to help students succeed academically and personally. 6. Foster positive relationships with the local community, industry partners, and other educational institutions. Encourage community outreach programs, collaborations and partnerships.</p>
<p>Code of conduct for supporting staff</p>	<p>10/06/2019</p>	<p>1. Treat all individuals with respect, dignity and fairness, irrespective of their position or background. 2. Maintain a professional and courteous attitude towards colleagues, students, and visitors and hold the highest standards of integrity, honesty, and ethical conduct in all professional activities. 3. Safeguard and maintain the confidentiality of sensitive information related to students, colleagues or the institution. 4. Stay updated with emerging trends, technologies, and best practices in the field. 5. Respect and value diverse perspectives, ideas and contributions from colleagues. 6. Adhere to established policies, procedures and timelines. 7. Abstain from engaging in any behavior that may tarnish the reputation of the institution or profession. 8. Utilize institutional resources, including finances, equipment, and facilities, responsibly and ethically. 9. Report any suspected violations promptly to higher authorities. 10. Maintain professionalism and</p>

dignity while using digital platforms, including social media, email and online communications.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
International Yoga Day	21/06/2019	21/06/2019	175
Tree plantation programme on occasion of Birth anniversary of Founder member Shri. Jawaharlalji Darda	02/07/2019	02/07/2019	190
Anti Tobacco Day	11/07/2019	11/07/2019	195
Celebration of Independent day	15/08/2019	15/08/2019	3000
Purgasta sahayata nidhi feri (Flood Affected Relief Fund Rally)	04/09/2019	04/09/2019	110
Plantation	22/09/2019	22/09/2019	15
NSS Day celebration	24/09/2019	24/09/2019	125
Savitribai Phule Jayanti	03/01/2020	03/01/2020	150
Avishkar - A student research convention	11/01/2020	11/01/2020	172
Maharashtra Din	01/05/2020	01/05/2020	65

[View File](#)

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Created and maintained green spaces on campus, including gardens and parks.
2. Installed labelled dust bins for collection of different types of waste.
3. Implemented energy-saving measures such as LED lighting and energy-efficient appliances in campus buildings.
4. Implemented water-saving measures such as low-flow faucets and toilets.
5. Implemented a rainwater harvesting system on a college campus.
6. Collected and used rainwater as distilled water for practical purposes in Chemistry Department.
7. Organised tree-planting program to offset carbon emissions on campus.
8. Preferred suppliers who follow sustainable practices and offer eco-friendly alternatives for common items like cleaning products, and office supplies.
9. Collaborated with local environmental organizations and government agencies to engage students, faculty, and staff in sustainability initiatives.
10. Conducted energy audit to identify areas for improvement and implemented energy-saving measures.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice-1- TITLE OF THE PRACTICE Extension of zoology laboratory for the benefit of society. BLOOD GROUP DETECTION AND HAEMOGLOBIN CHECK-UP. 1. OBJECTIVES OF THE PRACTICE: • To promote awareness about the importance of knowing ones blood group for medical emergencies and blood transfusions. • To provide accurate and reliable blood group detection services to individuals, helping them understand their blood compatibility and potential health risks. • To help in the early detection of anaemia and other haemoglobin-related disorders. • To contribute to public health by facilitating early diagnosis and timely intervention for blood-related conditions. • To maintain high-quality laboratory standards, ensuring precise and error-free test results for the benefit of society. • To collaborate with medical professionals and institutions, supporting the healthcare system in managing blood-related health issues effectively. The underlying principle of the practice is to promote public health and ensure early detection of potential blood-related issues. 2. THE CONTEXT: In designing and implementing the practice following contextual features and challenging issues were addressed. • Ensured the availability of trained personnel and appropriate equipment. • Addressed ethical concerns related to privacy and data protection of individuals. • Designed an efficient process for registration, testing, and result dissemination. • Catered to diverse socioeconomic backgrounds in society. • Conducted awareness campaigns and educational outreach to promote the benefits of the practice and encourage participation. 3. THE PRACTICE: The practice focused on promoting health awareness and facilitating early detection of potential health issues related with blood. The Department of Zoology has organised the one week "Blood group detection and haemoglobin check-up camp" from 17-22 February 2020. The process involved the following steps. • To communicate to all students and people in the local region before a week. • To register a participant with basic information. • To arrange awareness lecture on important of hemoglobin for normal health. • To collect blood samples by trained students. • To detect the blood group and haemoglobin level. • To provide blood group card and haemoglobin level report. The uniqueness of the practice lies in its multifaceted impact on social health as stated below. • Enhance health literacy and consciousness among students, faculty and the community. • Demonstrates the institutes commitment to holistic student welfare and community outreach, especially in remote areas where medical facilities are limited. • Instils social responsibility in students and emphasizes community engagement and proactive healthcare. • Integrates Zoology with health education fosters interdisciplinary learning and provides students with hands-on medical experience. • Addresses the critical issue of anaemia. In implementing the practice, the department faced several constraints and limitations as mentioned below. • Funding for the necessary medical equipment and supplies. • Availability of qualified medical professionals or trained personnel to perform the tests and interpret the result. • Logistical challenges, such as transportation and setting up temporary clinics. • Ensure the accuracy and reliability of the tests while providing appropriate follow-up. 4. EVIDENCE OF SUCCESS: The evidences of success of the practice includes • The positive surveys or feedback regarding the level of awareness created among the students about blood group importance and maintaining good haemoglobin levels. • The total number of 250 students and villagers who attended the camp and received blood group detection and haemoglobin check-ups. • Positive feedback from the students about their experience with the camp and the usefulness of the provided services. • The cost-effectiveness of the camp in terms of resources used and health benefits achieved. 5. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: Implementing the practice has significant benefits to the communitys health. However, the following challenge were encountered while implementing the practice. • Funding for medical equipment, consumables and logistics. •

Facilities for conducting blood tests, storing samples, and maintaining privacy for participants. • Effective communication and promotion to aware community members about the camp and its benefits. Resources required in implementing the practice include. • Blood group detection requires A/B/O/Rh test kits, and haemoglobin check-up needs haematology analysers and reagents. • Suitable location with power supply, sanitation facilities, and proper seating arrangements for participants. • Posters, banners, and leaflets to raise awareness about the camp. • Incentives/ refreshments to encourage more people to attend. 6. NOTE (OPTIONAL): The institute prioritized academic excellence, fostering a culture of inclusivity, diversity, and respect among its students and staff. It encourages innovative teaching methodologies, promotes research and critical thinking, and emphasizes ethical conduct and community engagement. Continuous improvement and adaptability are integral to its best practices.

Best Practice-2-TITLE OF THE PRACTICE Extension of Electronics laboratory for skills development among students. PRINTED CIRCUIT BOARD DESIGN 1. OBJECTIVES OF THE PRACTICE: The objectives/intended outcomes of the practice include: • To understand the principles of PCB design, including layout, circuitry, and component placement. • To provide hands-on experience in designing and fabricating PCBs using software tools and equipment. • To develop critical thinking abilities to troubleshoot and rectify design issues during the PCB development process. • To become proficient in creating complex and functional PCB layouts. • To choose appropriate components and optimise their placement for improvement of PCB design and accuracy. • To foster collaboration, communication, and project management abilities among students. • To prepare students for careers in the electronics industry. • To explore innovative approaches to PCB design, and foster creativity and problem-solving skills. 2. THE CONTEXT: Designing and implementing the practice has posed the following contextual features and challenging issues that were carefully addressed. • The students were provided with well-structured learning materials and hands-on guidance to understand complex concepts like schematic capture, layout design, and signal integrity. • Encouraged teamwork and effective communication among students during the design process. • Emphasized safety protocols and ethical considerations to prevent accidents and promote responsible engineering practices. • Developed appropriate assessment criteria to evaluate students understanding, creativity, and problem-solving skills. • Prepared students for practical challenges they might have encountered in their professional careers. • Ensured access to necessary resources such as PCB fabrication facilities, components, and testing equipment to translate students designs into real-world prototypes. 3. THE PRACTICE: The practice involved the following steps. • Understand the concept of PCBs and its importance in electronic circuit design. • Familiarize with PCB design software, such as Eagle, KiCad, or Altium Designer. • Create a schematic diagram of an electronic circuit using the software. • Choose suitable electronic components for circuit design based on the schematic. • Translate the schematic into a physical PCB layout. • Create the physical board from the designed layout. • Use processes like etching, drilling, and solder mask applications. • Demonstrate the process of printing the PCB design onto a copper-clad board and transferring the layout using the toner transfer method. • Remove unwanted copper from the board using an etchant to create the copper traces. • Drill holes for component placement and mounting. • Solder and assemble electronic components onto the PCB. • Test completed PCBs to ensure circuits function correctly. • Debug any potential issues and make pre-necessary adjustments. • Review the students completed PCB designs, provide feedback, and evaluate their understanding of the PCB design process. The uniqueness of the practice in the context of Indian higher education are as stated below. • It provides hands-on experience to students, allowing them to design, prototype, and fabricate PCBs. • It helps students bridge the gap between theoretical knowledge and real-world applications. • It prepares students for the industry by equipping them with practical skills and

problem-solving abilities. In implementing the practice, the following constraints/ limitations were faced by the department. • The budget constraints of the department affected the availability of advanced PCB design software, fabrication equipment, or materials. • The coordination of time-consuming PCB design and fixed academic schedules affects the comprehensive design and testing. • The different Skill Levels of students in PCB design impacted the overall success of the practice. 4. EVIDENCES OF SUCCESS: The evidence of success of the practice were measured against various targets and benchmarks. • The student understood the design principles, practical skills in PCB layout, and their ability to troubleshoot and debug circuits. • Overall, 33 PCBs were designed • The student demonstrated proficiency in soldering skills. • The designed PCB circuits were implemented successfully. • The positive student reviews and feedback indicated satisfaction with the teaching methods, laboratory equipment, and overall learning experience. • The above-average results of students in assessments, exams, or competitions also indicated successful practice. These results indicate the effectiveness of the practice in imparting practical knowledge and skills to students in this field. 5. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: In implementing the practice following problems were raised. • Limited access to PCB design software, components, and fabrication tools hinder students hands-on experience. • The complex PCB design process, leads to difficulties for students, especially beginners. 6. NOTE (OPTIONAL): The institute prioritized academic excellence, fostering a culture of inclusivity, diversity, and respect among its students and staff. It encourages innovative teaching methodologies, promotes research and critical thinking, and emphasizes ethical conduct and community engagement.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

http://amolakchandmahavidyalaya.ac.in/admins/upload_files/26013-best_practices_2019_2020.pdf

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

? The college campus has spread over a 39-acre of green and hilly area just outside the city and is free from air and noise pollution. ? The Institute offers three undergraduate and ten postgraduate programmes in the Faculty of Humanities, Commerce and Management, Science and Technology. ? The institute offers facility to study from Junior College to Postgraduation in Physics, Chemistry, Mathematics, Commerce, History, Political Science, Economics, English, Hindi and Marathi courses. ? The institute offers flexibility in choosing subject groups for admission to undergraduate programmes. ? The institute has two recognized Research Centres (physics and electronics) for Ph.D. programmes. ? The institute offers admission at minimum fees as most of the students seeking admission belongs to rural, socially and economically weak and deprived sections of the society. ? The institute has a huge library with more than 70000 books, periodicals, journals, encyclopaedia etc. ? The institutes library is rich with study and reading material for competitive examinations such as MPSC, UPSC, NEET, JEE, GATE, BANKING, RAILWAY, SSC etc. ? The institute has NCC unit with a strength of 92 cadets with provision of armoury, obstacles and firing range for the NCC camp. ? The institute provides all essential facilities and infrastructure such as ramps, wheelchairs, walkers, crutches, scribes in university examinations etc. for differently-abled students. ? The institute has an auditorium with a capacity of 1000 audience and facilities of sports and games.

Provide the weblink of the institution

8.Future Plans of Actions for Next Academic Year

1) To upgrade infrastructural facilities. 2) To purchase more laboratory equipment. 3) To enhance sport and game facilities. 4) To increase MOUs and collaborative projects with prestigious research institutes and industries. 5) To increase study tours to research institutes and industries. 6) To increase field visits to various botanical gardens and wildlife sanctuaries for biology students. 7) To enhance social compatibility of the students with society through the social interaction. 8) To constitute student societies in various subjects. 9) To conduct energy and environment audits. 10) To recruit vacant teaching and non-teaching post. 11) To upgrade the drinking water system on campus. 12) To organize poster competitions and science exhibitions on science day. 13) To arrange guest lectures/invited talks on different topics. 14) To organise programmes on gender sensitisation. 15) To organise/arrange workshop/ seminars/ guest lectures on women's empowerment. 16) To organise blood and organ donation camps, health checkup camp, and social outreach activities.