YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Amolakchand Mahavidyalaya, Yavatmal
• Name of the Head of the institution	Dr. Rammanohar A. Mishra
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	07232244687
• Mobile no	9890047278
• Registered e-mail	mishrarammanohar@gmail.com
• Alternate e-mail	amyt1401@sgbau.ac.in
• Address	Godhani Road
• City/Town	Yavatmal
• State/UT	Maharashtra
• Pin Code	445001
2.Institutional status	
• Affiliated /Constituent	Affiliated
• Type of Institution	Co-education
• Location	Rural

• Financial Status	UGC 2f and 12(B)
• Name of the Affiliating University	Sant Gadge Baba Amravati University, Amravati
• Name of the IQAC Coordinator	Prof. Devidas S. Chavhan
• Phone No.	07232244687
• Alternate phone No.	9028618156
• Mobile	7020984503
• IQAC e-mail address	iqacamvytl@gmail.com
• Alternate Email address	devidasschavhan@gmail.com
3.Website address (Web link of the AQAR (Previous Academic Year)	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/13721-aqar_2021_2022.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	http://amolakchandmahavidyalaya.ac.in/admins/upload_files/82920-academic_calendar_2021_22.pdf

5.Accreditation Details

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

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

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

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	NIL	NIL

8.Whether composition of IQAC as per latest NAAC guidelines	Yes

• Upload latest notification of formation of IQAC	[View File](#)	
9.No. of IQAC meetings held during the year	`3`	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	`Yes`	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	`No`	
• If yes, mention the amount		

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

`Faculty members and researchers published 30 research papers in various national and international journals, attended conferences, and published 07 books and chapters in books.`

`IQAC contributed to the fair and reliable online examination, maintaining academic integrity while addressing accessibility and fairness concerns.`

`Book titled 'Yavatmalache Pakshi Vaibhav,' authored by Prof. Dr. P. P. Joshi, Department of Zoology was published by the Forest Department, Yavatmal.`

`The institute conducted a blood donation camp in collaboration with Rotary Club, Yavatmal.`

`The Chemistry Department organized a "Lecture series on Spectroscopy."`

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

Plan of Action	Achievements/Outcomes
To promote the research culture in the institute.	Faculty members and researchers published 30 research papers in various national and international journals, attended conferences, and published 07 books and chapters in books. • An advanced research laboratory in Chemistry was inaugurated during the 2021-22 session. • Book titled 'Yavatmalache Pakshi Vaibhav,' authored by Prof. Dr. P. P. Joshi, Department of Zoology was published by the Forest Department, Yavatmal.
To enhance/increase laboratory equipment and computers.	The institute purchased laboratory equipment worth Rs. 32,44,697/- during the academic session 2021-22.
To organize social outreach activities.	(1) The institute conducted a blood donation camp in collaboration with Rotary Club, Yavatmal. (2) The institute actively participated in the 75 crore Surya Namaskar. (3) A special yoga camp was organized at Nakapardi village from March 24 to 31, 2022. (4) Blood donation camp was organized at Nakapardi village.
To organize workshops/training programs/lectures/Quiz.	(1) The Department of Physics, in association with IAPT (RC-08), organized a national webinar on Startup in Physics and general Sciences (2) A seminar on New Education Policy was organized in collaboration with Mungasaji Maharaj Mahavidyalaya, Darwha. (3) The Chemistry Department organized a Lecture series on Spectroscopy. (4) A lecture on Novel organic multiple crops system in pigeon

pea was organized by the Chemistry Department at NSS Camp Nakapardi village. (5) An International Women's Day Quiz was organized by the Internal Complaints Committee. (6) A guest lecture on ESR Spectroscopy was organized by the Chemistry Department. (7) The institute conducted a one day seminar on National Education Policy.

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

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	22/02/2023

15.Multidisciplinary / interdisciplinary

During the 2021-22 academic session, our institute, encompassing faculties of Humanities, Commerce, and Science & Technology, faced substantial hurdles due to the stringent COVID-19 lockdown in the odd semester and a partial lockdown in the even semester. Traditionally offering a broad spectrum of science, humanities, and commerce courses, the institute, with its diverse curriculum, experienced disruptions throughout the preceding academic year.

Despite these challenges, the institute not only sustained its existing programs but also contemplated the incorporation of Multidisciplinary and Interdisciplinary Courses. With undergraduate programs featuring 16 subjects, postgraduate programs spanning ten disciplines, and eight research programs, our institute, complemented by a Multidisciplinary Law College under the Parent Institution, aimed to diversify educational offerings.

Encouraging faculty and research students to engage in interdisciplinary and multidisciplinary research projects, the institution sought to equip students with a unique blend of core subjects and innovative approaches. The hybrid learning model adopted in response to the pandemic allowed for continued enrolment, with more than 3500 students navigating the academic challenges.

Moreover, the institute's resilience and adaptability laid the groundwork for future transformations, contemplating a shift towards Teaching University courses in alignment with the vision outlined in the National Education Policy (NEP) 2020. Through this strategic evolution, the institute aimed to provide students with a comprehensive education that prepared them for diverse career prospects.

16.Academic bank of credits (ABC):

During the academic session 2021-22, our college, affiliated with Sant Gadge Baba Amravati University, faced unique challenges due to strict COVID-19 lockdowns in odd semester and partial lockdown in even semester. With a commitment to adhere to university regulations, we navigated these difficulties by encouraging students to explore online courses from reputable Higher Education Institutions (HEIs) for credit acquisition.

Aligned with the National Education Policy, our affiliating university introduced a Choice Based Credit-System, initially implemented at the post-graduate level and set to extend to the undergraduate level. The envisioned Academic Bank of Credits (ABC) emerged as a digital platform, facilitating credit management, recognition, accumulation, transfers, and redemption.

It's crucial to highlight that, during this period, our university was in the preparatory phase of implementing the ABC initiative. The anticipation was to register for the ABC in the near future, further enhancing the academic experience for our students in the face of the challenging academic session marked by strict lockdowns during the odd semester and partial lockdowns in the even semester.

17.Skill development:

In the academic session 2021-22, the institute addressed the challenges posed by the strict COVID-19 lockdown in the odd semester and partial lockdown in the even semester by implementing a hybrid learning model as per the directions of the affiliating university and the government of Maharashtra. Building upon the goals of the National Education Policy, the college continued its commitment to a

learning outcome-based curriculum for the UG program, fostering practical innovations for socio-economic development. To address diverse learning needs, the institute promoted distance learning, integrating Massive Open Online Courses (MOOCs) to empower students in skill development. Bench skills were augmented through practical components like project work, internships, and industrial visits.

The academic flexibility extended to students' individual curricula, allowing them to choose specific subjects. Educational and extra-curricular events included:

• A National Webinar organized on 21/01/22 by the Indian Association of Physics Teachers (IAPT) RC-08 and the Physics Department on "Startup in Physics & General Sciences."

• A Workshop on Chemistry Software arranged for PG students.

• Guest lectures on topics such as ESR Spectroscopy and Mass Spectrometry organized by the Chemistry department on 29/04/22 and 06/05/22 respectively.

• 100 students participated in the GAT examination organized by Amravati University Chemistry Teachers' Association on 28/04/2022.

• On 25 & 26/03/2022, a Books Exhibition was organized for students and staff members.

• International Yoga Day celebration in the college campus as well as a special yoga camp between 24 to 31 March 2022, was organized at Nakapardi for NSS volunteers and villagers.

• On 08/03/2022, on the occasion of Mahila Din, various programs like Tree plantation, Poster competition, and Quiz competition were organized by the Internal Complaints Committee.

• On 07/02/2022, many students and staff actively participated in the 75 crore Suryanamaskar event in the Azadi ka Amrut Mahotsav project.

• The Advanced Chemistry Research Laboratory was Inaugurated on 11/05/2022.

These activities/events showcased the institution's dedication to advancing education and research excellence during those challenging

times.

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

The academic session 2021-22 underwent a transformative shift in education due to the strict COVID-19 lockdown in the odd semester and partial lockdown in the even semester. The approach, focused on integrating the Indian knowledge system, emphasized teaching in regional languages and incorporated Indian culture through online and offline learning modes.

During the lockdown, language diversity among students was recognized, and educators delivered content in regional languages, enhancing comprehension in science subjects and promoting inclusivity. The curriculum was reevaluated, integrating Indian culture, history, and values, fostering a holistic education that connected students with their cultural roots.

The shift to online learning prompted the exploration of flexible curriculum designs. Online courses were tailored to include modules on Indian knowledge systems, traditional practices, and indigenous sciences, harmonizing modern pedagogy with traditional wisdom.

The integration of the Indian knowledge system extended beyond content to pedagogy, exploring experiential learning aligned with traditional Indian teaching practices. This approach aimed to cultivate critical thinking and problem-solving skills, moving away from rote learning.

Issues of accessibility and equity were addressed, with efforts made to bridge the digital divide. Teachers engaged in translating vocational courses into regional languages, contributed scientific articles to local newspapers, and delivered popular science lectures. Courses were designed to promote local skills in the native language, while the entrepreneurship cell of the college supported regional arts and crafts.

Selected syllabi, such as Botany, Yoga shastra, Psychology, and Literature, incorporated traditional and ancient aspects, promoting regional knowledge and culture. The overarching goal was to create an inclusive, culturally rich, and accessible education system during the challenging circumstances imposed by the COVID-19 pandemic.

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

During the academic session 2021-22, the hybrid learning model became imperative in response to the strict COVID-19 lockdown during the odd semester and partial lockdown in the even semester. The challenges faced in the previous year prompted a focus on Outcome Based Education (OBE) to ensure a more effective learning experience. The pandemic continued to impact various aspects of education:

- Hands-on Learning Limitations: The emphasis on hands-on learning from NEP-2020 faced constraints as students struggled to participate in practical activities and real-world applications due to the lockdown in odd semester1.

- Disruption of Internship Opportunities: Research-based internships with local industries were hindered, affecting students' ability to gain practical experience and industry exposure.

- Community Engagement Challenges: Strict COVID-19 restrictions made it challenging for students to actively engage with local communities, impacting their social responsibility development.

- Event Cancellations: Tech-Fests, Science Fairs, and Innovation Competitions had to be cancelled or shifted to virtual formats, limiting students' opportunities to explore practical aspects and express creativity.

- Research and Innovation Impact: The pandemic affected research and intellectual property creation, leading to delays or adaptations to remote work, potentially influencing commercialization prospects.

- Disruptions in Research Internships: Lockdowns disrupted research internships with faculty and researchers, impacting students' exposure to cutting-edge research.

- Adaptation of Assessment Methods: Institutions had to adapt assessment methods to remote learning, facing challenges in measuring program outcomes, program-specific outcomes, and course outcomes effectively.

The hybrid learning model, coupled with a focus on OBE, aimed to address these challenges and provide a more resilient and adaptive educational framework during the ongoing pandemic.

20.Distance education/online education:

The academic session 2021-22 experienced a significant shift in education delivery methods, primarily due to the stringent COVID-19 measures. With a complete lockdown in the odd semester and a partial lockdown in the even semester, the institute had to swiftly adapt to the challenges posed by the pandemic. Consequently, the hybrid learning model emerged as a pragmatic solution to ensure continuity in education while prioritizing the safety of students and faculty.

During the odd semester, when a strict lockdown was in place, institutions seamlessly transitioned to distance education and online learning. This shift necessitated the utilization of digital platforms, video conferencing tools, and online assessments. The adaptability of both educators and students to this abrupt change played a pivotal role in maintaining the academic calendar.

In the even semester, with a partial lockdown allowing some on-campus activities, the hybrid learning model came into play. This approach combined in-person classes with online components, offering flexibility and accommodating the diverse needs of students. It fostered a blended learning experience, leveraging the advantages of both traditional and digital methods.

The hybrid learning model of the academic session 2021-22 exemplified resilience and innovation within the education sector, demonstrating its ability to evolve in response to unforeseen challenges. This period reinforced the importance of incorporating technology in education, paving the way for a more flexible and inclusive approach in the post-pandemic educational landscape.

Extended Profile

1.Programme

1.1   379

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

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

2.Student

2.1   3572

Number of students during the year

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

2.2   **2780**

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

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

2.3   **1360**

Number of outgoing/ final year students during the year

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

3.Academic

3.1   **59**

Number of full time teachers during the year

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

3.2   **86**

Number of sanctioned posts during the year

Extended Profile

1.Programme

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

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	**3572**

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**2780**

File Description	Documents
Data Template	View File

2.3 Number of outgoing/ final year students during the year	**1360**

File Description	Documents
Data Template	View File

3.Academic

3.1 Number of full time teachers during the year	**59**

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	86

File Description	Documents
Data Template	View File

4.Institution

4.1 Total number of Classrooms and Seminar halls	24
4.2 Total expenditure excluding salary during the year (INR in lakhs)	32.44
4.3 Total number of computers on campus for academic purposes	69

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

During the academic session 2021-22, the adoption of a hybrid learning model became imperative for educational institutions due to the strict COVID-19 lockdown in the odd semester and partial lockdown in the even semester as per the directions from affiliating university and government of Maharashtra. This unprecedented situation compelled institute to reevaluate its traditional teaching methods and swiftly transition to a model that blends online and in-person instruction.

To ensure effective curriculum delivery, institutions implemented a well-documented process for the hybrid learning model. This process involved meticulous planning and coordination among faculty, administrators, and IT support teams. The curriculum was adapted to suit both online and offline formats, accommodating the diverse learning needs of students.

Instructors utilized various technologies, such as video

conferencing tools and learning management systems, to facilitate virtual classes and distribute educational materials. The documentation of this process served as a guide for both educators and students, fostering a smoother transition between online and in-person components.

Moreover, the hybrid learning model allowed for flexibility in curriculum delivery, enabling students to access resources remotely during the strict lockdowns and providing in-person interactions when conditions permitted. This adaptability not only ensured continuity in education but also emphasized the institution's commitment to maintaining the quality of learning experiences despite the challenges posed by the global health crisis.

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

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

Throughout the academic session 2021-22, the institution confronted the unprecedented challenges posed by the strict COVID-19 lockdown in the odd semester and the subsequent partial lockdown in the even semester. In response to these extraordinary circumstances, the institution swiftly pivoted to a hybrid learning model that combined traditional face-to-face instruction with online elements. This adaptive approach aimed to ensure the uninterrupted flow of education while prioritizing the health and safety of students and faculty.

Despite the disruptions caused by the pandemic, the institution demonstrated resilience and commitment to maintaining the academic calendar. This steadfast adherence to the established schedule played a crucial role in providing students with a sense of structure and continuity during an otherwise tumultuous period. The seamless integration of the hybrid learning model into the academic calendar facilitated a smooth transition between in-person and online modes of learning.

Furthermore, the institution's dedication to academic excellence remained evident through the continued implementation of

Continuous Internal Evaluation (CIE). The faculty diligently conducted assessments and evaluations, emphasizing the importance of a comprehensive and continuous evaluation system. This commitment not only ensured the ongoing progress of students but also underscored the institution's unwavering focus on maintaining educational standards and promoting a holistic learning experience despite the challenges posed by the evolving pandemic-related circumstances. The successful navigation of these difficulties showcased the institution's adaptability and resilience in the face of adversity.

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

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	B. Any 3 of the above

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

1.2 - Academic Flexibility

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

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

3

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

1

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

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

0

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

1.3 - Curriculum Enrichment

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

During the 2021-22 academic session, the institute faced COVID-19 challenges with a strict lockdown in the odd semester and a partial lockdown in the even semester. They integrated crosscutting issues Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum.

Students analysed ethical implications of pandemic decisions, focusing on vaccine distribution and lockdown measures. Gender disparities worsened by the pandemic were addressed, and a revaluation of human values emphasized empathy, solidarity, and compassion.

The institute highlighted the environmental impact of the pandemic, promoting sustainable healthcare practices. An interdisciplinary approach fostered collaboration among faculties, encouraging projects that connected ethics, gender, human values, environment, and sustainability.

Virtual platforms facilitated curriculum delivery through online resources, webinars, and discussion forums. Guest lectures enriched learning with insights from diverse fields.

Adapting to the government-imposed COVID-19 lockdown, the institute not only addressed pandemic challenges but also prepared students to be socially aware, responsible, and adaptable citizens in an ever-changing world. The hybrid learning model showcased the institution's resilience and innovation during the unprecedented circumstances of the 2021-22 academic session.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

00

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	**No File Uploaded**
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Institutional Data in Prescribed Format	**No File Uploaded**

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

41

File Description	Documents
Any additional information	**No File Uploaded**
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	[View File](#)

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**C. Any 2 of the above**

File Description	Documents
URL for stakeholder feedback report	http://amolakchandmahavidyalaya.ac.in/admins/upload_files/56781-analysis_of_students_&_teachers_feedback_session-2021_2022.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows	B. Feedback collected, analyzed and action has been taken

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	http://amolakchandmahavidyalaya.ac.in/admins/upload_files/56781-analysis_of_students_&_teachers_feedback_session-2021_2022.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

3572

File Description	Documents
Any additional information	No File Uploaded
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

3263

File Description	Documents
Any additional information	**No File Uploaded**
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

During the 2021-22 academic session, the institution responded to the challenges posed by the global COVID-19 pandemic with a hybrid learning model. Combining traditional and online education, it created a flexible learning environment amidst lockdowns.

To address varying student needs, the institute conducted comprehensive evaluations, identifying advanced and struggling learners. Tailored programs were then designed for each group. Enrichment initiatives were developed for advanced learners, providing additional challenges, while targeted interventions and support mechanisms, such as extra tutorials, remedial classes, and personalized assistance, were implemented for slow learners.

Encouraging parental involvement, especially for slow learners, educators maintained regular communication to create a supportive home learning environment. This approach not only mitigated the impact of disrupted academic calendars but also fostered inclusivity and effectiveness in learning.

The institution's adaptability and resilience were evident in its commitment to addressing diverse learning paces. The hybrid learning model, with its blend of in-person and online elements, proved successful in navigating the unprecedented challenges of the pandemic.

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

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

Number of Students	Number of Teachers
3572	59

File Description	Documents
Any additional information	[View File](#)

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

During the 2021-22 academic session, educational institutions struggled with unprecedented challenges amid COVID-19 lockdowns. To address these issues, a hybrid learning model emerged as a strategic response, ensuring education continuity while prioritizing safety. This model seamlessly integrated traditional student-centric methods like experiential learning, participative learning, and problem-solving methodologies.

Experiential learning became pivotal in engaging students by providing hands-on experiences and real-world applications, adapting to remote or limited in-person settings. The goal was to enhance learning experiences and bridge the gap between theoretical knowledge and practical skills. Participative learning, another key element, fostered active student involvement through discussions, group activities, and collaborative projects, promoting a sense of community and interaction essential for a well-rounded educational experience.

Problem-solving methodologies were also integrated, challenging students to apply critical thinking and analytical skills to real-world problems, cultivating adaptability and resilience. The hybrid model not only navigated pandemic constraints but also laid the groundwork for innovative and flexible educational practices. Beyond overcoming challenges, it showcased potential advancements that could shape the future of learning post-pandemic.

In short, the hybrid learning model of the referenced academic session successfully addressed immediate obstacles, emphasized practical engagement, and laid the foundation for future educational practices in a post-pandemic era.

File Description	Documents
Upload any additional information	No File Uploaded
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

During the 2021-22 academic session, a hybrid learning model was implemented in response to the strict Covid-19 lockdown during the odd semester and partial lockdown in the even semester.

In response to these circumstances, teachers embraced Information and Communication Technology (ICT)-enabled tools such as video conferencing software (Zoom, Google Meet), learning management systems (Moodle, Canvas), and virtual whiteboards to ensure a seamless teaching-learning process. This shift marked a pivotal moment in education, where traditional methods were complemented or replaced by digital solutions. Video conferencing platforms, online collaboration tools, and educational apps became integral components of the instructional toolkit.

The odd semester's strict lockdown necessitated a rapid transition to fully remote learning, prompting teachers to explore innovative ways of engaging students virtually. As the lockdown persisted into the even semester, a hybrid approach emerged, allowing for a combination of online and face-to-face interactions when feasible. This not only facilitated continuity in education but also offered flexibility to accommodate diverse learning styles and preferences.

The integration of ICT tools empowered teachers to create interactive and engaging learning experiences, overcoming the physical limitations imposed by the pandemic. In navigating these challenges, the hybrid learning model of the academic year 2021-22 exemplified the resilience and adaptability of the education system in the face of unforeseen disruptions.

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

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

00

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	**No File Uploaded**
Circulars pertaining to assigning mentors to mentees	**No File Uploaded**
Mentor/mentee ratio	**No File Uploaded**

2.4 - Teacher Profile and Quality

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

59

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	<u>View File</u>
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	<u>View File</u>

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

39

File Description	Documents
Any additional information	**No File Uploaded**
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

736

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

2.5 - Evaluation Process and Reforms

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

The institute swiftly adapted its 2021-22 internal assessment to a hybrid learning model amid the COVID-19 pandemic, seamlessly merging online and offline components while prioritizing safety. Emphasizing transparency and robustness, the institute tailored assessment methods to suit both in-person and remote evaluations in the hybrid learning context.

To accurately gauge student progress in diverse settings, frequent assessments were implemented, extending beyond traditional semester exams. The diversified approach included online quizzes, assignments, presentations, and open-book exams, catering to varied learning styles and enhancing flexibility throughout the term.

The establishment of a comprehensive internal evaluation system fostered a dynamic learning environment through feedback loops between teachers and students. To address challenges associated

with online exams, measures such as proctoring, fraud prevention, and fairness protocols were implemented.

Transparent communication played a pivotal role in the hybrid learning landscape, ensuring clarity on assessment criteria, timing, and feedback processes. Teachers utilized various evaluation methods, including online quizzes, assignments, and in-person exams, to construct a comprehensive and transparent framework, upholding the integrity of academic evaluations.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	Nil

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

During the 2021-22 academic session, the institute confronted unique challenges amid the COVID-19 pandemic, prompting the adoption of a hybrid learning model. This approach, combining in-person and online elements, ensured education continuity while adhering to safety protocols imposed by lockdowns.

Concerns naturally arose about internal examinations within the hybrid model. To address these, a robust internal examination committee was established. Faculty members communicated assessment details, schedules, and grading criteria at the semester's outset through WhatsApp groups, ensuring timely information dissemination despite disruptions.

The mechanism demonstrated transparency by clearly communicating examination formats, grading criteria, and adjustments for the hybrid environment. This transparency alleviated student anxiety and fostered trust in the academic process.

Timely resolution of grievances was crucial given disruptions to the academic calendar. The mechanism's efficiency ensured swift solutions, allowing students to focus on studies without prolonged uncertainties.

The Principal and Head of Department vigilantly monitored the internal examination and grievance resolution procedure, reinforcing the adaptability and resilience of the hybrid learning model during unprecedented circumstances. Overall, the institute's

handling of internal examination-related challenges highlighted the effectiveness of the mechanism, maintaining transparency, efficiency, and timely solutions within the dynamic context of the pandemic-influenced academic session.

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

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

During the academic session 2021-22, the hybrid learning model emerged as a crucial adaptation to the challenges posed by the strict lockdown in the odd semester and partial lockdown in the even semester. This innovative approach to education blended traditional classroom instruction with online learning components, offering flexibility and resilience to the academic process.

Amidst the uncertainties of lockdowns, teachers and students remained aware of the stated Programme and course outcomes of the institution. This awareness was vital in ensuring that the learning objectives were not compromised despite the unconventional circumstances. Teachers, equipped with technological tools, communicated these outcomes effectively, aligning virtual lessons with established program goals.

The hybrid learning model facilitated a dynamic exchange between teachers and students, fostering a collaborative and adaptive learning environment. Online platforms became the medium for disseminating information, engaging in discussions, and assessing progress.

The awareness of stated outcomes provided a extent for both teachers and students, ensuring that the essence of the academic programs was not lost in the transition. This adaptability showcased the institution's commitment to maintaining educational standards even in the face of adversity, laying the groundwork for future advancements in pedagogy.

File Description	Documents
Upload any additional information	**No File Uploaded**
Paste link for Additional information	https://amolakchandmahavidyalaya.ac.in/admins/pos_psos_cos_2021_22_compressed.pdf
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

NIL

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

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

668

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

2.7 - Student Satisfaction Survey

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

https://amolakchandmahavidyalaya.ac.in/admins/uplostudents_satisfaction_survey_2021-2022.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

5

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

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

3.1.2.1 - Number of teachers recognized as research guides

15

File Description	Documents
Any additional information	**No File Uploaded**
Institutional data in prescribed format	<u>View File</u>

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

1

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	View File
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

During the academic session 2021-22, institutions faced unprecedented challenges due to the strict COVID-19 lockdowns. In response, a hybrid learning model emerged as a pivotal strategy to ensure continuity in education. In the odd semester, when lockdown measures were stringent, institutions swiftly adapted by transitioning to fully online learning. This required the implementation of advanced technologies, digital platforms, and collaborative tools to facilitate virtual classrooms and academic activities.

As the situation improved, the even semester witnessed a partial lockdown, allowing institutions to adopt a hybrid approach. This model seamlessly integrated both online and offline components, fostering flexibility for students and educators. The institution's commitment to innovation became evident through the creation of a comprehensive ecosystem. This ecosystem encompassed virtual labs, interactive learning modules, and collaborative research platforms, providing students with a rich and engaging educational experience.

Initiatives for knowledge creation and transfer were paramount during this period. Faculty members actively participated in virtual conferences, webinars, and research collaborations. The institution facilitated knowledge exchange by encouraging interdisciplinary projects and supporting faculty in publishing research papers. This dynamic approach not only sustained academic progress but also enhanced the overall learning environment.

In conclusion, the hybrid learning model, born out of necessity, became a catalyst for innovation in education during the

challenging academic session of 2021-22. The institution's commitment to creating and transferring knowledge was instrumental in navigating the complexities imposed by the pandemic and ensuring a robust academic experience for students.

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

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

1

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

3.3 - Research Publications and Awards

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

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

5

File Description	Documents
URL to the research page on HEI website	**Nil**
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	[View File]()
Any additional information	**No File Uploaded**

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website

during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

30

File Description	Documents
Any additional information	**No File Uploaded**
List of research papers by title, author, department, name and year of publication (Data Template)	[View File](#)

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

7

File Description	Documents
Any additional information	**No File Uploaded**
List books and chapters edited volumes/ books published (Data Template)	[View File](#)

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

During the academic session 2021-22, the institute navigated the challenges of a hybrid learning model necessitated by strict lockdowns in the odd semester and partial lockdowns in the even semester. Despite these obstacles, the institution prioritized the holistic development of students and create awareness about social issues in the neighbourhood community by organizing a diverse array of extension activities. These initiatives, conducted in the neighbourhood community, were designed to sensitize students to social issues and demonstrate a commitment to their overall development.

The events encompassed a Covid-19 Vaccination Camp facilitated by the Health Department, a collaborative Blood Donation Camp involving NSS, NCC, and Rotary Club, Yavatmal, and a comprehensive Voter Awareness program featuring a rally, Rangoli Spardha, and a

pledge. Additionally, the institute organized a Special Yoga Camp and Blood Donation Camp in Nakapardi, a Guest Lecture on "Novel organic multiple crops system in pigeon pea for Farmers," during the camp, a monumental 75 Crore Suryanamaskar Shibir, and a Books Exhibition orchestrated by the Department of Library.

Despite the hybrid learning model, teachers actively participated, with varying numbers involved in each activity, ensuring that students remained engaged in community-oriented events. These initiatives not only contributed to the students' overall development but also instilled a sense of social responsibility, underscoring the resilience and adaptability of the academic community during challenging circumstances.

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

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

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

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

7

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

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

4380

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

00

File Description	Documents
e-copies of related Document	No File Uploaded
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	No File Uploaded

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

1

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institute, with extensive infrastructure and resources, shifted to a hybrid learning model in the 2021-22 academic session due to COVID-19 lockdowns. Established in 1956 on a 39-acre campus, it offered undergraduate and postgraduate programs in Arts, Commerce, and Science, operating in two shifts with 15 departments.

The campus featured 23 classrooms, 6 labs, an exam control room, seminar hall, common staff room, girl's common room, NCC, NSS unit, IQAC, career guidance, and 65 desktops with 7 LCD projectors. Notably, Computer Science and Commerce had a LAN-connected lab. The auditorium, named after Shri. Vansantraoji Naik, accommodate 500 chairs, and the library, partially automated with SOUL 3 software, housed 70,000 books. Safety measures included security guards, CCTV cameras, fire extinguishers, separate parking, and facilities for differently-abled students. Outdoor sports, a gymnasium, and a botanical garden enhanced the premises.

The COVID-19 pandemic disrupted traditional education in the odd semester of 2021-22. The institute swiftly adapted to remote learning, utilizing platforms like Zoom, Google Meet, and Google

Classroom. Emphasis was placed on a robust digital library, online databases, and learning management systems. Technical support and training programs assisted both students and faculty in navigating the new digital learning landscape effectively.

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

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

During the academic session 2021-22, the institute adapted to a hybrid learning model amid the COVID-19 lockdowns. In the odd semester, a strict lockdown prompted a shift to online education, while the even semester experienced a partial lockdown, requiring a blend of in-person and virtual learning.

In terms of facilities, the institution boasted a comprehensive array of cultural, sports, and fitness amenities, spanning cultural activities, indoor/outdoor sports, gymnasiums, and a yoga center. The institute actively encouraged student engagement in extracurricular pursuits, promoting participation at various levels, from intra-collegiate to inter-university events.

The expansive 5-acre playground accommodated diverse outdoor activities, complemented by a 5720 sq. feet auditorium for indoor games. Additionally, the 750 sq. feet gymnasium, equipped with modern fitness apparatus, was regularly utilized by both students and staff.

Despite these facilities, the Covid-19 lockdown in the preceding academic year led to substantial challenges. The closure of indoor sports complexes, outdoor fields, gymnasiums, and yoga centers hindered students' access to these resources, impacting their engagement in cultural and fitness activities throughout the academic year.

Despite the disruptions, the institution demonstrated resilience, maintaining a commitment to holistic student development even in the face of unprecedented circumstances.

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

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

00

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

36.70

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

During the academic session 2021-22, the institution adopted a hybrid learning model in response to the strict COVID-19 lockdown

in the odd semester and partial lockdown in the even semester.

The library, spanning 151 m² on the first floor, utilizes the Integrated Library Management System (ILMS) for automation. Under CCTV surveillance, it houses 72,000 books, 50 maps/charts, and approximately 200 CDs/DVDs. The facility provides partial open access, internet with Wi-Fi, electricity backup, and Xerox services. SOUL 3.0 software manages library tasks, including accession, classification, cataloging, and circulation. The digital library offers e-content, and N-list provides e-books, e-journals, and study materials.

Due to the complete Covid-19 lockdown throughout the academic session, the institution faced challenges in accelerating the library automation process initiated at the beginning of the academic year.

The library committee, chaired by Dr. R. A. Mishra, includes members like Mr. V. C. Jadhao, and heads of various departments. However, physical access to library services was entirely suspended during the Covid-19 lockdown in the odd semester of academic session 2021-22.

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

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources | B. Any 3 of the above |

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

6.27

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

24

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

4.3 - IT Infrastructure

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

In the 2021-22 academic session, the institute prioritized IT enhancements, focusing on Wi-Fi, critical software updates, and security measures. This included the adoption of Soul 3.0 LMS and Dot soft ERP, strategic placement of CCTV cameras, and the implementation of a biometric attendance system.

The transition from VSAT to optical fibre broadband improved internet speed, with LAN connections established in departments like Commerce and Computer Science. Annual barcode scanner updates in the library aimed at efficient identity card generation.

A dedicated budget (Rs. 6.27 lakh in 2021-22) reflected the institution's commitment to modernizing IT infrastructure. The pandemic led to a hybrid learning model, emphasizing the importance of robust IT, especially high-speed Wi-Fi. Despite challenges, teachers adapted, conducting classes through various

online platforms, showcasing the flexibility of a hybrid approach
in navigating disruptions.

The combination of online and offline elements enabled continued
academic engagement during lockdowns, demonstrating the
effectiveness of a hybrid learning approach in ensuring safety
while delivering education.

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

4.3.2 - Number of Computers

77

File Description	Documents
Upload any additional information	No File Uploaded
List of Computers	View File

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

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

32.44

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

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

During the academic session 2021-22, the institutes navigated the challenges posed by COVID-19 lockdowns by adopting a hybrid learning model. In the odd semester, stringent lockdown measures prompted a swift transition to fully online classes, with facilities like laboratories and sports complexes temporarily suspended to ensure safety.

Stringent health and safety protocols were enforced, including regular sanitization, social distancing in classrooms and common areas, and the availability of masks and hand sanitizers. Library resources were digitized, allowing remote access to databases and e-books, while physical access was limited.

In the even semester's partial lockdown, a hybrid approach was implemented. Laboratories operated with restricted access for teachers, following distancing guidelines and enhanced sanitation practices. Libraries continued remote access but with limited physical entry, promoting online research.

Group sports activities remained suspended, emphasizing individual exercises. Remote access to computing resources facilitated online learning, and classes were conducted through virtual platforms. The institutes prioritized the well-being of students, faculty, and staff, providing training sessions and clear communication about evolving health advisories.

By swiftly adapting procedures and policies, the institutes maintained a conducive learning environment while prioritizing health and safety during the hybrid learning model in the academic session 2021-22, demonstrating resilience in the face of unprecedented challenges.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

2704

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	[View File](#)
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	[View File](#)

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

00

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

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	C. 2 of the above

File Description	Documents
Link to Institutional website	**Nil**
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

`00`

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

`00`

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

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	C. Any 2 of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

00

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

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

81

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

4

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

5.3 - Student Participation and Activities

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

5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.

12

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

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

In response to the strict COVID-19 lockdown in the odd semester and partial lockdown in the even semester of the academic session 2021-22, the institution implemented a hybrid learning model. As a

result, the student council elections were not conducted during the academic sessions 2020-21 due to State Government policy and the COVID-19 pandemic.

The institute's student council, which typically includes class representatives, representatives from NSS, NCC, sports, cultural activities, and Principal-nominated girls' representatives, was impacted by the pandemic. The members of the student council are usually involved in various activities such as organizing national festivals, debate competitions, workshops, and campus cleanliness initiatives. They also assist in maintaining discipline on campus and supporting students with various issues.

However, the COVID-19 pandemic presented significant challenges for the institution in facilitating students' representation and engagement in administrative, co-curricular, and extracurricular activities. The transition to predominantly remote learning posed unique hurdles for ensuring students' active participation in these activities.

Despite these challenges, the institution has made efforts to adapt to the new mode of operation and continue to support students' active participation in various activities to the best of its ability.

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

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

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

8

File Description	Documents
Report of the event	View File
Upload any additional information	**No File Uploaded**
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

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

NIL

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

5.4.2 - Alumni contribution during the year (INR in Lakhs)	**E. <1Lakhs**

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

During the academic session 2021-22, the institute faced unprecedented challenges due to the strict lockdown in the odd semester and partial lockdown in the even semester. In response to these circumstances, the institute adopted a hybrid learning model, combining traditional in-person teaching with online methods. This approach aimed to ensure continuity in education

while adhering to safety protocols.

The governance of the institute played a pivotal role in shaping its response to such challenges. In the context of the hybrid learning model, the governance structure needed to align with the institution's vision and mission. This alignment ensured that decisions regarding the implementation of hybrid learning were consistent with the overarching goals of the institution. Effective governance in this context involved strategic planning, resource allocation, and decision-making that prioritized both the academic quality and the safety of students and faculty.

The institute with a strong governance structure was better equipped to navigate the complexities of the hybrid learning environment. The institute had swiftly adapted policies, invested in technology infrastructure, and provided necessary support to faculty transitioning to online teaching.

This adaptability reflected a commitment to providing quality education despite external disruptions, reinforcing the institution's resilience and dedication to its core values.

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

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

In the 2021-22 academic session, the institute showcased effective leadership through practices like decentralization and participative management, responding dynamically to the challenges imposed by the COVID-19 pandemic.

Amid strict lockdowns, a hybrid learning model was adopted, blending in-person and remote strategies. Decentralization played a pivotal role as decision-making authority was dispersed among academic departments, allowing them to tailor approaches for online classes and assessments. This flexibility aligned with university guidelines and accommodated diverse disciplinary needs, showcasing adaptability in response to the evolving pandemic.

Participative management emerged as a key strategy, involving

stakeholders like faculty, students, and administrative staff in crisis response plans. A task force, composed of diverse contributors, formulated guidelines for online teaching, student support services, and health protocols. Inclusive decision-making tapped into a collective knowledge pool, resulting in comprehensive crisis response plans. Additionally, a student counselling centre addressed examination-related concerns.

These practices effectively guided the institute through pandemic challenges. Decentralization tailored responses to specific departmental needs, while participative management ensured diverse perspectives shaped crisis response strategies. These approaches facilitated agile decision-making, instilling a sense of ownership and collaboration among stakeholders, ultimately enhancing higher education's resilience during unprecedented times.

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

During the academic session 2021-22, the institute dynamically responded to the challenges posed by the strict COVID-19 lockdown in the odd semester and partial lockdown in the even semester. The institutional perspective plan, initially designed for long-term growth, underwent rapid adaptation. In alignment with the strategic response:

• Technology integration and online learning were emphasized.

• The institute swiftly transitioned to remote and hybrid learning, adjusting curricula and supporting faculty and students.

• Effective communication was maintained through digital tools and social media.

• Financial resources were reallocated to enhance faculty training, and student support.

• Crisis management strategies were successfully implemented based

on existing plans.

• Assessment methods were modified to align with learning objectives in the new environment.

• Focus on long-term goals persisted, emphasizing resilience and innovative teaching methods.

This flexible approach allowed the institute to navigate the challenges of the academic year, demonstrating adaptability and commitment to educational excellence despite the disruptions caused by the pandemic.

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

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

During the academic session 2021-22, the institute navigated the challenges of strict COVID-19 lockdowns in the odd semester and partial lockdowns in the even semester through a hybrid learning model. The functioning of institutional bodies remained effective and efficient, evidenced by well-defined policies, administrative structure, transparent appointments, and adherence to UGC and government regulations.

The institute's policies governing admission procedures, examinations, recruitment, and promotions aligned with UGC guidelines and Maharashtra government regulations. These policies were regularly reviewed and updated to adapt to changing circumstances.

The administrative setup ensured smooth operations, adhering to UGC and state government guidelines. Transparent and merit-based appointments prevented nepotism, while service rules-maintained discipline and professionalism among staff. The institute's procedures were designed for efficiency, minimizing redundancy and optimizing resource utilization.

However, the impact of COVID-19 in the previous academic session led to notable changes. The institute swiftly adapted policies, introducing guidelines for online learning, health protocols, and contingency plans. The administrative setup shifted to remote work, requiring staff to operate virtually. Recruitment was halted, and service rules were modified for remote work arrangements, adjusting attendance, leaves, and performance evaluations.

Standard operating procedures (SOPs) for educational content delivery, exams, assessments, grading, admissions, and financial transactions were redefined in accordance with the affiliating university's directions, ensuring the institution's compliance and the delivery of quality education despite the challenging circumstances.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the institution webpage	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/94939-organisational_structure_organogram.pdf
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	B. Any 3 of the above

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

6.3 - Faculty Empowerment Strategies

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

- Every year on 15th August, teachers were recognized and felicitated for their outstanding achievements, acknowledging their contributions to the academic community.
- In the unfortunate event of an employee's death during service, a group insurance coverage of Rs. 3,00,000 was provided to support their family.
- A non-refundable aid of Rs. 5,000 was offered to the family of a deceased employee by AMV cooperative consumer stores, helping them during challenging times.
- Quick financial assistance of up to Rs. 50,000 is available to address emergency health issues, ensuring the well-being of the teaching staff.
- Upon superannuation, a gold ring with a maximum cost of Rs. 10,000, proportionate to the face value of the employee's share, is presented by Amolakchand Mahavidyalaya Consumer Cooperative store.
- Teaching staff have access to essential grocery and household items through the Amolakchand Mahavidyalaya Consumer Cooperative store.
- Personal loans at the lowest interest rates through the Amolakchand Mahavidyalaya Employees Cooperative Credit Society.
- The AMV co-operative credit society and co-operative consumer stores provided immediate loan sanction of up to Rs. 100,000 in case of emergency health issues.
- Free access to the auditorium for personal events and programs for Teaching staff.

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

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

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

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

`00`

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	**No File Uploaded**

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

`00`

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	**No File Uploaded**

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

`12`

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of teachers attending professional development programmes during the year (Data Template)	[View File](#)

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

During the academic session 2021-22, amidst strict COVID-19 lockdown in the odd semester and partial lockdown in the even semester, the institution implemented a hybrid learning model. In this challenging context, the Performance Appraisal System for Teaching and Non-Teaching Staff continued to adhere to rules set by the University Grants Commission and the Government of Maharashtra.

The structured evaluation process aimed at assessing the effectiveness and contributions of both teaching and non-teaching staff members persisted, with an annual assessment focusing on identifying strengths and weaknesses for further improvement. Faculty performance was gauged using the Performance-Based Appraisal System (PBAS) proforma outlined by the UGC.

Notably, the institution assigned appropriate weightage for faculty members' contributions beyond academics, considering additional duties and responsibilities. Teaching staff performance was evaluated based on instructional quality, course completion, and effective student engagement. Promotions followed the UGC Career Advancement Scheme (CAS), relying on API scores in PBAS.

Faculty members due for promotions received timely notifications, and the PBAS verification process involved heads of departments, IQAC, and the principal. The screening cum selection committee, in accordance with UGC norms, assessed API scores and recommended promotions for higher scales/levels.

For non-teaching staff, annual confidential reports were employed,

considering parameters such as character, habits, abilities, hard work, discipline, and relations. Graded on a 7-point scale, these reports determined promotions for employees demonstrating satisfactory performance. Despite the challenges posed by the pandemic, the institution maintained its commitment to evaluating and enhancing the performance of its academic and administrative staff.

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

6.4 - Financial Management and Resource Mobilization

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

During the academic session 2021-22, the institute persisted with its commitment to financial integrity amid the challenges of the COVID-19 lockdown. The hybrid learning model, necessitated by strict measures in the odd semester and partial lockdown in the even semester, didn't deter the institute from conducting internal and external financial audits. The internal audits, led by PM Gandhi & Sons, continued diligently, ensuring compliance with standard accounting procedures. External audits, performed by the Auditor General, Nagpur, and the Joint Director of Higher Education, Amaravati, scrutinized various financial aspects. The audited reports, including trial balances and payment descriptions, were presented to the CDC and the governing body, maintaining transparency. Despite the pandemic, the institute's commitment to regular financial audits safeguarded its financial management and resources, aligning with regulatory standards throughout the academic session.

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

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

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

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

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

The institute follows a well-planned process for the mobilization of funds and resources. This process involves various committees of the institute, as well as the Department Heads and the Accounts office. The institute has designed specific rules for fund usage and resource utilization.

During the academic session 2021-22, the institute navigated the challenges posed by strict COVID-19 lockdowns in odd semesters and partial lockdowns in even semesters, shaping a resilient hybrid learning model. Institutional strategies for fund mobilization and resource utilization were crucial in adapting to the pandemic's constraints.

The primary income sources, including student tuition fees and a salary grant from the State Government, remained vital for sustaining the institute. Recognition by the UGC brought additional grants for infrastructure, learning resources, and research projects.

A finance committee oversaw optimal fund utilization, scrutinizing quotations for purchases. The budget, prepared by key stakeholders, underwent scrutiny by the CDC and management, emphasizing planned expenses for equipment, furniture, and development.

A UGC Committee, in coordination with the CDC and IQAC, monitored fund mobilization, ensuring allocations served their designated purposes. Periodic reviews by the CDC, internal audits, and external audits certified financial statements uphold

transparency.

Adapting to the pandemic, specific rules addressed fund allocation and resource management, ensuring necessary support for remote learning, safety measures, and overall well-being. The objective was to prioritize funds in a manner that best served the educational community, maintaining a safe and efficient continuity of learning despite the unprecedented challenges posed by the pandemic.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

During the academic session 2021-22, the hybrid learning model was implemented in response to the strict COVID-19 lockdown during the odd semester and partial lockdown in the even semester. The Internal Quality Assurance Cell (IQAC) played a crucial role in institutionalizing quality assurance strategies and processes. Proactively responding to the challenges posed by the pandemic, IQAC focused on ensuring the continuity and effectiveness of education. This involved guaranteeing the availability and functionality of online learning platforms, providing training for faculty members in online teaching methods, and developing fair assessment methods. Throughout the session, IQAC closely monitored the implementation of these policies, collected and analyzed data on student performance, and maintained comprehensive records of quality assurance activities. Regular communication with stakeholders and encouragement of innovative teaching and learning methods were integral aspects of IQAC's efforts in navigating the complexities of the hybrid learning environment.

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

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

During the 2021-22 academic year, amid COVID-19 lockdowns, the institution actively utilized its Internal Quality Assurance Cell (IQAC) to conduct periodic reviews of teaching-learning processes and operational structures. The IQAC, established according to norms, played a crucial role in adapting to pandemic challenges by systematically examining methodologies and ensuring adaptability.

The review delved into the transition from traditional teaching to hybrid learning models necessitated by lockdowns. It scrutinized content delivery, student engagement, and technology integration for remote learning. The institution, guided by review insights, adjusted practices based on emerging best practices and feedback.

Operational structures, including workflows and support systems, underwent evaluation to maintain efficiency despite disruptions. This involved redefining roles, implementing digital solutions, and reallocating resources for an effective educational environment.

The IQAC, paramount in monitoring learning objectives, actively facilitated faculty development and implemented assessment strategies to uphold academic standards amidst evolving circumstances. All efforts aligned with regulatory norms, considering specific challenges posed by the pandemic.

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

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	D. Any 1 of the above

File Description	Documents
Paste web link of Annual reports of Institution	**Nil**
Upload e-copies of the accreditations and certifications	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Upload details of Quality assurance initiatives of the institution (Data Template)	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

During the academic session 2021-22, the institution navigated the challenges of the COVID-19 pandemic through a hybrid learning model. In the odd semester, strict lockdowns were implemented, transitioning education to online platforms, while the even semester saw partial lockdowns.

Despite these challenges, the institution took several measures to promote gender equity. Online learning accessibility was ensured for all students, irrespective of gender. Flexible schedules were introduced to accommodate diverse domestic responsibilities that arose during lockdowns.

The institute prioritized the emotional well-being of female students by offering mental health resources. Virtual support groups and forums were established, fostering community and providing a platform to discuss gender-related issues. Awareness campaigns and workshops on gender equality and violence prevention were conducted, encouraging dialogue among students.

Financial support, in the form of free admission, was extended to female students facing economic hardships. Feedback mechanisms allowed students to express concerns related to gender equity, facilitating adaptive improvements in support systems. These initiatives aimed to address the disproportionate impact of lockdowns on different gender groups, ensuring equal access and opportunities for all students.

File Description	Documents
Annual gender sensitization action plan	**Nil**
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	[1) College Campus was covered with Concrete Wall Compound. (2) On the Occasion of Woman's day ICC organized Online Seminar on Sexual Harassment at work Place. 3) CCTV Surveillance. 4) Frequent Visit of Damini Pathak of Police Department](#)

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	**D. Any 1 of the above**

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

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

During the academic session 2021-22, the institution implemented a hybrid learning model in response to strict COVID-19 lockdowns. In the odd semester, a complete lockdown was enforced, while in the even semester, a partial lockdown was in place.

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

Liquid Waste Management: Wastewater is efficiently transported through pipelines.

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

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

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

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

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	[View File](#)
Geo tagged photographs of the facilities	[View File](#)

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

B. Any 3 of the above

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

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

B. Any 3 of the above

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

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	No File Uploaded

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

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

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

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

5. Provision for enquiry and information :
Human assistance, reader, scribe, soft copies
of reading material, screen   reading

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

During the 2021-22 academic session, amidst COVID-19 challenges, our institution prioritized inclusivity, promoting harmony and acceptance across cultural, regional, linguistic, communal, social, and economic differences. Notable initiatives include:

• Online training programs and workshops on diversity, equity, and inclusion for students and faculty, fostering a respectful virtual learning environment.

• Virtual cultural festivals showcased our diverse student body, encouraging students to share traditions and fostering unity.

• Expanded mental health support with online counselling tailored to diverse needs, addressing the psychological impact of the pandemic.

• Recognizing economic disparities, we ensured equal access by providing necessary technology and internet connectivity.

• Flexible learning options allowed students to choose synchronous or asynchronous learning to accommodate diverse schedules and time zones.

• Outreach programs supported local communities through food drives, medical supply donations, and assistance, emphasizing communal responsibility.

• Open communication channels allowed students and staff to voice concerns, share experiences, and offer suggestions, actively incorporating feedback.

• Reaffirmed anti-discrimination policies to prevent bias based on cultural, regional, linguistic, communal, social, or economic backgrounds.

These efforts aimed to create a secure, inclusive, and harmonious educational environment, acknowledging and celebrating diversity while effectively addressing COVID-19 challenges. The institution demonstrated resilience and a steadfast commitment to the well-being and success of students and staff.

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

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

During the academic session 2021-22, the institute, faced the unprecedented challenges posed by the strict COVID-19 lockdowns. In response to the peculiar circumstances, a hybrid learning model emerged as a strategic approach, blending online and in-person teaching methods. The odd semester witnessed a complete lockdown, necessitating a swift transition to remote learning to ensure academic continuity. The even semester, marked by a partial lockdown, demanded a flexible approach, prompting institutions to adopt a hybrid model that combined digital and physical modes of instruction.

Amidst these transitions, one crucial aspect that gained prominence was the sensitization of students and employees to constitutional obligations. Recognizing the significance of constitutional values, rights, duties, and responsibilities of citizens, the institute actively integrated these elements into the institutional ethos. This holistic approach aimed to not only impart academic knowledge but also cultivate a sense of civic duty and responsibility among the learning community.

By incorporating constitutional awareness into the educational

framework, institutions sought to prepare students and employees for active and informed citizenship. This initiative extended beyond the traditional scope of academic instruction, emphasizing the role of education in shaping responsible and engaged members of society. As the hybrid learning model became a necessity driven by external circumstances, the focus on constitutional sensitization reflected a commitment to nurturing well-rounded individuals capable of contributing meaningfully to their communities and the broader social fabric.

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

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	C. Any 2 of the above

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

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

During the academic session 2021-22, educational institutions globally grappled with the challenges posed by the COVID-19 pandemic. The need for social distancing and lockdowns prompted a significant shift in teaching methodologies, leading to the adoption of hybrid learning models. In the odd semester, strict COVID-19 lockdown measures necessitated a swift transition to fully remote learning. Students and educators rely heavily on digital platforms and online tools to maintain continuity in education.

As the pandemic evolved, the entire semester witnessed a partial easing of lockdown restrictions. This allowed educational institutions to explore a hybrid learning approach, combining both online and in-person elements. Hybrid learning aimed to strike a balance between the advantages of traditional classroom settings and the flexibility offered by remote instruction. Institutions implemented a mix of virtual lectures, collaborative online activities, and limited on-campus sessions to provide students with a comprehensive learning experience.

Amid these challenges, the celebration of national and international commemorative days, events, and festivals became an interesting facet. Despite the constraints imposed by the pandemic, educational institutions adapted to the virtual environment, organizing virtual events to mark important occasions. This demonstrated resilience and creativity in maintaining a sense of community and shared celebration, even in the face of unprecedented circumstances. The hybrid learning model during the academic session 2021-22 thus stands as a testament of the institute to the adaptability of education systems in navigating the complexities introduced by the global health crisis.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution as per NAAC

format provided in the Manual.

```
"Title: "Water Analysis for Societal Welfare"

Objectives: Assess water quality for drinking, irrigation, and
industry, pinpointing pollutants for environmental impact
assessment.

Context: Tailored to regional needs with advanced equipment and
trained personnel, maintaining precision through calibration.

Practice: Systematically tested water samples for physical,
chemical, and biological properties. Used sophisticated
instruments for pH, color, turbidity, and odor. Conducted chemical
tests, analyzed data, and prepared reports, adhering to safety
protocols.

Constraints: Faced challenges due to limited lab equipment,
financial strain, and infrastructure deficiencies.

Success: Analyzed 38 samples in 92 days, garnering positive
feedback. 230 B.Sc. students gained crucial water analysis skills.

Resources/Problems:Skilled team, instruments, reagents,and budget.
Challenges included resource scarcity, sample collection, skilled
technicians, time efficiency, and maintenance."

Title: "Hybrid Learning for Covid-19 Challenges"

Objectives: (1) Reduce in-person attendance via blended methods.
(2) Promote tech use, maintain education quality, adjust
assessments, and provide faculty training.

Context: During the pandemic, the institute faced health guideline
adherence issues, adjusted teaching methods, and focused on
safety, technology support, and proactive disruption preparation.

Practice: Blend in-person and online teaching for attendance
flexibility, technology use, and safety. Assessment methods
include quizzes and projects.

Constraints: Tech disparities, faculty adaptation, online exam
integrity, and mental health impact were challenges.

Success: Evaluated through attendance, online participation,
grades, faculty feedback, and stakeholder opinions. Tech tool
```

usage, safety adherence, and cost-effectiveness were considered.

Resources and Problems: Required hardware, internet access, training, digital materials, safety protocols, and support services.

File Description	Documents
Best practices in the Institutional website	https://amolakchandmahavidyalaya.ac.in/admins/upload_files/39995-best_practice_2021_2022.pdf
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

During the 2021-22 academic year, the institute faced tough times due to the COVID-19 lockdowns. The institute quickly adapted to new ways of learning, and one standout approach was the hybrid learning model. In the first semester, the institute rapidly transitioned to remote learning using a virtual platform, with a complete lockdown. Thanks to a strong online setup, students could continue their studies smoothly.

In the second semester with partial lockdown, the institute adjusted by introducing a hybrid learning model that combined online and in-person classes. This approach ensured everyone's safety and provided a flexible learning environment.

Despite the challenges, the institute excelled in adopting and implementing the hybrid learning model, showing adaptability and dedication to academic excellence. The teachers were resilient, redesigning the curriculum, using technology for effective virtual learning, and maintaining high educational standards.

In this unique academic environment, the institute's focus on innovative teaching methods became a standout feature. Successfully navigating both semesters showcased our adaptability and commitment to providing quality education, even in challenging circumstances.

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

7.3.2 - Plan of action for the next academic year

In the challenging academic session of 2021-22, institutions coped with COVID-19 lockdowns by swiftly transitioning to a hybrid learning model, combining in-person and online methods. The odd semester necessitated a rapid shift to remote learning, prompting the adaptation of teaching approaches to virtual platforms.

The even semester introduced a partial lockdown, leading to a hybrid approach that included in-person classes where possible, coupled with online resources. This flexible model allowed students to choose between attending in person or participating remotely.

Facing these challenges, institutions devised plans for the upcoming academic year (2022-23), considering the evolving pandemic. Plans likely involved:

• Encouraging students in activities promoting physical and mental well-being.

• Continuing virtual collaborations with research institutes and industries.

• Hosting online social events for virtual peer and societal connections.

• Conducting energy and green audits to enhance campus sustainability.

• Allocating resources for campus hygiene upgrades.

• Organizing virtual guest lectures, workshops, and seminars.

• Hosting virtual health checkup camps and sustaining social outreach commitments.

• Emphasizing hybrid learning, improving online education quality, and ensuring smooth transitions between in-person and virtual modes.

The overarching goal remained delivering effective education while prioritizing the health and well-being of students and staff.