



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
AMOLAKCHAND MAHAVIDYALAYA, YAVATMAL
C-43057**

**Yavatmal
Maharashtra
445001**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	AMOLAKCHAND MAHAVIDYALAYA, YAVATMAL Yavatmal Maharashtra 445001	
2.Year of Establishment	1956	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	15	
Programmes/Course offered:	36	
Permanent Faculty Members:	50	
Permanent Support Staff:	35	
Students:	2461	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. • Catering to the needs of poor socio-economic strata of rural students and first generation learners. 2. • Specious Green Campus 3. • Collection and Collation of Fauna and Flora of Yavatmal	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 24-10-2024 To : 25-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PRAKASH PASUMAMULA	Vice Chancellor,SRM UNIVERSITY DELHI NCR SONEPAT
Member Co-ordinator:	DR. JAYASANKAR K I	Professor of Universities/Colleges at level 14 of 7th CPC,Central University Of Kerala
Member:	DR. DHANANJAYA B R	Principal,RPA FIRST GRADE COLLEGE
NAAC Co - ordinator:	Dr. Devender S Kawday	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>

Qualitative analysis of Criterion 1

The Amolakchand Mahavidyalaya, Yavatmal is affiliated to Sant Gadge Baba Amravati University, Amravati, and therefore adheres and implements the curriculum prescribed by the university. This HEI offers three undergraduate and ten postgraduate programs, as well as eight Ph.D. programs. The institution follows a comprehensive Academic Calendar covering academic, co-curricular, and extracurricular activities for effective curriculum delivery. The academic calendar committee aligns the schedule with the university's academic calendar. Some faculty members of the institution serve on the Board of Studies for various subjects, while others participate in enriching the curriculum through interactions with BOS members and by attending workshops organized by the university to provide post-curriculum design feedback. Students are provided with opportunities to acquire additional skills through NSS, NCC, cultural and sports activities and many community outreach programs. The faculty members integrate cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability into their theoretical and practical lectures and demonstrations. Feedback collected from students and stakeholders on various aspects of the college is analysed, and necessary steps are taken to enhance the quality of the teaching and learning process. Faculty members stay updated through participation in national and international conferences, seminars, workshops, symposiums, refresher courses, orientation programs, and online as well as offline short-term courses. Faculty members employ innovative pedagogies and technology to enhance the teaching and learning process.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)

2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words

Qualitative analysis of Criterion 2

The institution focuses on the teaching, learning, and evaluation processes to assess the effectiveness with students' centric pedagogy. The institution adheres to the rules and guidelines of the Government of Maharashtra and Sant Gadge Baba Amravati University, Amravati, for the admission process including reservation policies for inclusiveness. Based on cognitive ability of students, the faculty members identify conductance of slow and advance learners through class tests and internal assessment components, and conduct remedial classes for slow learners, and special classes for advanced learners. The faculty members employ student-centric methodologies, such as experiential and participative learning, alongside problem-solving approaches, to enrich the learning experience.

The faculty members integrate ICT tools to further enhance teaching effectiveness. The percentage of full-time teachers against sanctioned posts in the institution reveals staffing adequacy and resource allocation in some departments. The adequately qualified faculty members highlights academic pattern and expertise within the teaching cadre. The institution implements continuous and comprehensive internal evaluation processes in accordance with the norms and guidelines of the affiliating university. The faculty members maintain transparency in assessment mechanisms, coupled with a robust grievance redressal system, to ensure accountability and fairness.

The institution communicates POs and COs to teachers and students through display on department notice boards and uploading on the institution website. The pass percentage of students over the last five years serve as a performance indicator, reflecting the institution's academic standards and support mechanisms. The institution increased collaboration with research institutes and other educational institutions to enhance teaching, learning, and evaluation processes. The institution conducts online student satisfaction surveys regarding the teaching-learning and evaluation process to capture student feedback that aids in continuous improvement efforts.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies

Qualitative analysis of Criterion 3

The institution's ability to secure government funding is evidenced by the grant of Rs. 10,00,000/-received for research projects. The institution has created an environment conducive to innovation and the promotion of Indian Knowledge Systems through initiatives such as raising awareness about Intellectual Property Rights (IPR), setting up Intellectual Property (IP) Cells, and implementing other knowledge transfer mechanisms. Over the last five years, 07 Faculty members have been awarded Ph.D. degrees, 16 Faculty members have

been recognized as Ph.D. supervisors. 29 research students have been enrolled for Ph.D. degrees and research students have been awarded Ph.D. degrees under the guidance of recognized supervisors in 08 research centres. 27 workshops, seminars, conferences and guest lectures conducted by the institution on research methodology, IPR, and entrepreneurship reflects its dedication to enhance research skills and promote an entrepreneurial spirit among faculty and students. Research papers published by faculty members in journals listed on the UGC CARE list, as well as contributions to 45 edited volumes/books/chapters in books and more than adequate participation and presentations in conferences/seminars/symposia, indicates the scholarly aptitude and impact of the institution's faculty. The institution registered 18 patents over the last five academic sessions and 8 patents have submitted. Few science department faculty published Research paper in peer reviewed journals with good citation index / impact factor. The institution demonstrated its commitment to community engagement and social responsibility through extension activities, including various outreach programs organized by NSS/NCC units. The Contribution made by Department of music in various Cultural events is worth appreciation. These initiatives, such as tree plantation, blood donation camps, and cleanliness drives, not only addressed societal issues but also promoted student development and increased awareness of social issues within the community. Institution as adopted two villages in the neighborhood for its development. The institution's efforts to foster partnerships for mutual benefit and knowledge exchange reflects through 07 functional Memoranda of Understanding with research and other educational institutions.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i></p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>

Qualitative analysis of Criterion 4

The institution is spread over 39 acres with green canopy. The institution possesses sufficient infrastructure for teaching and learning, including classrooms, well-equipped laboratories, computing equipment, etc. Additionally, it has facilities like LCD/OHP projectors, along with spaces for cultural and sports activities, a Yoga Centre, gymnasium, auditorium (with a capacity of 400), etc. The library is using an Integrated Library Management System (ILMS), OPAC and provides adequate subscriptions to e-resources and journals. The library is adequate enough to cater the needs of stakeholders and

has more than 70 thousand books, including textbooks, reference books, journals, magazines, weeklies, encyclopedias, etc. The institution frequently updates its IT facilities and ensures sufficient bandwidth for internet connections to support academic and administrative activities. The institution has a reasonable ratio of computers to students to facilitate effective learning and research. The percentage of expenditure incurred on maintaining physical and academic support facilities (excluding salaries) over the past five years indicates the institution's commitment to ensuring the upkeep of its infrastructure.

The institution offers facilities for both indoor and outdoor games and sports such as, badminton, kabaddi, hockey, volleyball, football, softball, cricket, carrom, chess, etc. The institute conduct ICAI Examination from last 7 Years and also provides infrastructure to all Government competitive Examinations. The institute have district collection centre of Yavatmal district for University Theory Examination

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

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**

Qualitative analysis of Criterion 5

The institution has a well-established student support system for financial assistance, engagement, development, and progression towards higher education and employment. A large percentage of students who benefited from scholarships and free ships provided by the government, non-governmental bodies, reflects the institution's endeavors to support students' financial needs. The institution organized capacity development and skill enhancement activities for students, encompassing soft skills, life skills (such as yoga, physical fitness, health, hygiene, self-employment, and entrepreneurship skills).

The institution has adopted a transparent and effective mechanism for timely redressal of student grievances, including cases of sexual harassment and ragging, ensuring a safe and supportive learning environment ambience. Furthermore, it implemented guidelines of regulatory bodies through anti-ragging, grievances redressal, and Internal complaints committees. The library's reading room is equipped with an adequate number of referral books. The success rate of graduates pursuing advanced studies over the past five years indicates the institution's effectiveness in preparing students vertical mobility for further education. The institution provides support and guidance for competitive examinations, , etc. The academic performance of students in state and national examinations reflects the institution's academic rigor, teaching quality, and the level of preparedness of students to compete in competitive assessments. The institution's commitment to holistic development is underscored by the students' achievements in myriad sports and cultural activities, as evidenced by the good number of awards and medals garnered across various levels. These accomplishments showcase the supportive environment for extracurricular pursuits and highlight the institution's efforts to promote a balanced campus life, fostering active student involvement and nurturing talents beyond academics. In preceding five years, the student council has not been constituted due to state government policy. However, college has given opportunities to students in various committees

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The institution's governance and leadership structures align with its vision and mission and are reflected in various institutional practices. This includes the implementation of the National Education Policy (NEP) from academic session 2023-24, sustainable growth strategies, and active participation in institutional governance. The governing body of the institution encourages a culture of decentralization in various institutional practices. The College Development Committee (CDC), the highest decision-making body at the college level, includes representatives from teachers, students, management, social activists, etc. The institution has a well-deployed perspective plan guiding its actions and development, which is reflected in its policies, administrative setups, appointment procedures, and service rules, ensuring the effective functioning of institution. The institution has various committees and cells for the smooth functioning of curricular, co-curricular, and extra-curricular activities. The institution strictly adheres to its code of conduct. E-Governance has been implemented in administration to enhance efficiency, transparency, and accessibility. A well-established and robust performance appraisal system is in place for both teaching and non-teaching staff, accompanied by effective welfare measures and avenues for career development and progression. The institution supports the professional development of its staff by encouraging participation in conferences, workshops, seminars, symposia, and short-term courses etc. 100 teaching and non-teaching staff participated in faculty development programs (FDPs), and other relevant training programs over the last five years. Appropriate study leaves are granted to faculty members to participate in seminars, workshops, conferences, etc. The institution conducts studies to mobilize and utilize resources optimally from various sources, including government and non-government organizations. Regular financial audits, both internal and external, are conducted to ensure transparency and accountability. The IQAC plays a significant role in institutionalizing quality assurance strategies and processes. It reviews teaching-learning processes, operational methodologies, and learning outcomes at regular intervals, documenting incremental

improvements. The institution's quality assurance initiatives include regular meetings of the IQAC to identify and implement quality improvement measures, conduct academic and administrative audits, collaborate with other institutions on quality enhancement initiatives, and pursue accreditation from NAAC.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7	
<p>The institution fosters gender equity and measures ensuring equal opportunities. It promotes gender-sensitive policies, offers resources for women empowerment, including self-defence and health programs. It provides a supportive environment for all genders, with facilities like a girls' common room and sanitary napkin vending machines. Separate vehicle parking for boys and girls, along with 24-hour security guards, ramps, scribes, restrooms, and wheelchairs cater to differently-abled students.</p> <p>The institution implements various initiatives to promote environmental sustainability, including energy conservation measures, proper waste management practices, water conservation measures, green campus initiatives, and ensuring a disabled-friendly, barrier-free environment. The institution regularly conducts quality audits to assess environmental and energy management practices, which include green/environmental audits, energy audits, assessments of clean and green campus initiatives, and evaluations of beyond-campus environmental promotion and sustainability activities. The institution fosters an inclusive environment by promoting tolerance, harmony, and respect for cultural, regional, linguistic, communal, and socioeconomic diversity. It sensitizes students and employees to their constitutional obligations, rights, duties, and responsibilities as citizens through various awareness programs and initiatives such as Swachh Bharat Abhiyan, International Women's Day, Constitution Day, voters' awareness rallies, blood donation camps, and the celebration of national and international commemorative days. The institution has implemented a number of best practices following NAAC format guidelines and excels in research and innovation, an area distinctive to its priority and thrust over the five years. The institution's future plan of action includes continuing to strengthen gender equity initiatives and promote inclusivity, enhancing environmental sustainability efforts through innovative projects and partnerships, expanding quality audits and compliance measures to ensure continuous improvement, and developing and implementing best practices to enhance institutional effectiveness and impact.</p>	

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

- The college has sprawling, beautiful and vibrant campus with ample green coverage.
- Commodious Infrastructure with adequate land and buildings.
- It provides proper education to poor unprivileged students and first generation Learners.
- It also imparts good and purposeful job-oriented education to Divyang students.
- It has developed supportive management and dynamic leadership qualities among students.
- Remedial coaching to SC/ST, OBC and slow learners is in place.

Weaknesses:

- In View of Rural hinterland, the college lacks appropriate linkages with centres and organizations of excellence.
- Inadequate use of ICT to enable teaching and learning resources.
- The college has good alumni not at registered association to usher revenue generation.
- Market driven Certificate / Diploma course are not in many place.
- Topographical rural location hinders Academic- Industry Linkages
- Due to Lower Economic and Agrian community Students, Self-funding Academic courses hinders Revenue Generation
- Lack of language lab and communication skill programs

Opportunities:

Opportunities for introduction of more industry oriented technical programmes /Agri -based Courses

- Opportunities for extra Mural research funding and infrastructural developmental schemes.
- Possibilities to undertake innovative and incubation centres for entrepreneurship and developmental programmes.
- The college can strengthen IQAC and making it more proactive.

Challenges:

- The students have poor socio-economic background.
- This poverty ridden area impedes interest in sending children to higher education institutions
- The college hinterland is unable to attract sufficient number of qualified faculty
- The students, in general, are not sensitive for communication skills for language- English

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Add-on and enrichment courses along with value addition to the methodology of teaching learning process is suggested.
- Industry-need based and job oriented UG and PG programs may be enhanced.
- Communication skills and computer literacy among the students and increased use of ICT in teaching learning and evaluation process must be adopted.
- Establishing Language Laboratory, innovation and incubation centres is also suggested to encourage students for entrepreneurship.
- Perspective planning and strategy development of the college with website and computerized office is recommended strongly
- Forming and effective registered alumni association need to be in place to facilitate campus interviews and placement opportunities for students.
- Hostel facilities may be augmented for boys and girls students.
- Transport facility for students may be enhanced
- Vacant Teaching / Non-Teaching Positions need to be filled up on top priority by Govt. Maharashtra/ Management as deemed fit.
- Facilities of Gymnastics, Canteen and students rest rooms may be augmented
- Health care center in the campus need to be instituted.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. PRAKASH PASUMAMULA	Chairperson	
2	DR. JAYASANKAR K I	Member Co-ordinator	
3	DR. DHANANJAYA B R	Member	
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date