



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**NATWARLAL MANIKLAL DALAL COLLEGE OF ARTS  
AND COMMERCE**

**RAMNAGAR, KUDWA ROAD, GONDIA**

**441614**

**[www.nmdcgondia.org](http://www.nmdcgondia.org)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Natwarlal Maniklal Dalal College of Arts & Commerce, Gondia, the pioneering college of Gondia Education Society (GES) is located in the district headquarter of Gondia district which is in the east region of Maharashtra sharing its border with Madhya Pradesh and Chhattisgarh. The district is believed to be the habitat of tribals known as “Gonds”, after whom the district has been named Gondia.

In such a backward and tribal region Gondia Education Society was founded by the Great Philanthropist, social worker, and true Gandhian Late Shri Manoharbai Patel in the year 1958. After the days of the British Raj, India needed to develop on all fronts. At this juncture, Gandhiji invited people with good economic standing like industrialists to be the custodians of society and to spend their money for the welfare of the society in particular and the nation in general because he believed, “Education should be so revolutionized as to answer the wants of the poorest villager, instead of answering those of an imperial exploiter.” Late Shri Manoharbai Patel, being a true Gandhian joined this noble adventure of nation-building with his few trusted friends and decided to spread education among the poorest of the poor of east Vidarbha Region.

Since the inception of GES, the college has been standing as the preeminent higher educational institute sticking to its commitment to carrying forward the legacy inscribed by the founding father of Gondia Education Society, Late Manoharbai Patel who was a compassionate and committed visionary. Being the first higher educational institute of Gondia Education Society, it has proved to be one among many realized dreams of the great visionary and philanthropist who persevered to cater higher education, scope, and opportunities to the local communities of the backward districts of east Vidarbha.

The college is a co-education, minority, and affiliated institute imparting courses related to Arts and Commerce streams. All the courses are affiliated with RTM Nagpur University. Besides, so far as the Statutory Regulating Authority (SRA) is concerned, some programmes run by the college like LLB and MBA are recognized by BCI and AICTE respectively other than BA, BCom, BBA, BCCA, MA, and MCom which UGC recognizes. So, it is considered as a multi-faculty college.

### **Vision**

Inspired by the visionary leadership of Late Shri Manoharbai Patel, the esteemed founder and president of the Gondia Education Society, the institution is deeply committed to providing high-quality education to individuals from the most underprivileged backgrounds. Shri Patel's vision was clear: to create an educational environment that transcends economic barriers and offers a pathway to success for those who might otherwise be overlooked. This guiding principle remains central to the college's mission.

The college's emblem, along with the inscription adorning it, powerfully embodies this vision. It portrays the dissemination of knowledge as rays of light, symbolizing the transformative power of education. This imagery

underscores the college's belief in education as a crucial instrument for personal and social development, highlighting its role in shaping well-rounded individuals who can contribute meaningfully to society.

The institution prides itself on offering state-of-the-art infrastructure that meets contemporary educational standards. This includes modern classrooms, well-equipped laboratories, and comprehensive libraries designed to support a wide range of academic pursuits. The college also fosters a nurturing and humanistic environment, where students are encouraged to explore their potential and engage in research activities. By providing a conducive atmosphere for learning, the college aims to cultivate critical thinking, creativity, and a passion for knowledge.

A significant focus of the college is on empowering students from rural and socio-economically marginalized communities. The institution recognizes the unique challenges faced by these students and is dedicated to addressing their specific needs. This involves not only providing financial support and resources but also offering mentorship and guidance to help them navigate their educational journey.

Moreover, the college is committed to instilling a profound sense of social responsibility in its students. By emphasizing the importance of contributing to the broader community, the institution prepares its graduates to become proactive agents of change. The ultimate goal is to equip students with the skills, knowledge, and ethical values necessary to drive national progress and contribute to the development of society as a whole.

## **Mission**

The mission of the college is deeply rooted in realizing the vision of Late Shri Manoharbai Patel, the esteemed founder of the Gondia Education Society, while also meeting the expectations of the local community. This mission drives the institution to transform ambitious goals into tangible achievements through dedicated efforts and strategic initiatives.

First and foremost, the college is committed to making higher education accessible to the wider population of the region. Recognizing the importance of quality education in today's rapidly evolving world, the institution ensures that its educational offerings are not only comprehensive but also aligned with contemporary standards.

In addition to facilitating access to higher education, the college is focused on equipping students to be competitive on both national and international stages. This involves providing state-of-the-art infrastructure, including modern classrooms, advanced laboratories, and extensive libraries. By creating an environment that fosters academic excellence and innovation, the college aims to prepare students to excel in a globalized economy.

A key aspect of the college's mission is the dissemination of the most current and relevant knowledge. The institution ensures that its academic programs are continually updated to reflect the latest developments and research in various disciplines. This commitment to keeping pace with advancements in knowledge helps students stay ahead in their fields of study.

The college also prioritizes the promotion of research activities within its campus. By encouraging and supporting in-campus research, the institution fosters a culture of inquiry and intellectual curiosity. This emphasis on research not only enhances the learning experience but also contributes to the generation of new knowledge and solutions to real-world problems.

Furthermore, the institution is dedicated to the all-round development of every student. This holistic approach includes fostering academic growth, personal development, and professional skills. Through various training programs and extracurricular activities, students are prepared for self-development and career success.

Ultimately, the college aims to shape its students into responsible citizens and skilled professionals who will contribute meaningfully to society. By focusing on these comprehensive goals, the institution strives to produce graduates who are well-equipped to face the challenges of the future and make significant contributions to their communities and beyond.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- The college is surrounded by villages and so we have students of rural and economically poor backgrounds who are committed to working hard to improve their status. The students who opt for traditional courses like BA and B.Com. belong to such a background.
- We feel proud to make university-level higher education available to the students of such strata.
- We have highly qualified and experienced faculties.
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- The faculties have vast research experience to make it more consequential and to create a research-oriented atmosphere.
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- The college has been successful in availing and promoting a Higher Learning and Research Centre which is duly sanctioned by RTM Nagpur University. It works effectively to elicit research potential among staff and students.
- The college has sufficient infrastructural facilities including a well-equipped auditorium, a seminar hall, a laboratory for Geography, nine well-furnished and updated ICT-equipped classrooms including five computer labs, various departments, staff rooms with attached washrooms separately for men and women, boys' and girls' common rooms with attached washrooms, 27 classrooms with whiteboards and some with ICT facilities, generator backup, garden, and lawn cum playground.
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- Glorious record in sports as a considerable number of students representing university, state, and national levels in different sports.
- Active NCC and NSS wings. Students have been regularly selected to participate in RD Parade at Delhi, university, state, and national level camps.
- Rich Library with OPAC system, 91422 books, 30000 N-listed E-journals, and 150000 E-books.
- No complaint pertaining to ragging and sexual harassment has been lodged to date in the premises though it is a coeducation college.
- Inculcating civic sense and sense of responsibility through NSS, NCC, Women Studies and Service Center, Population Education, cultural activities, and sports.

- Every year, on average 10 to 15 students from different programmes receive Gold Medals and Awards from the university and are enlisted as university rank holders.

### **Institutional Weakness**

- Rural and socio-economically marginalized sections of the society in the vicinity from where we get students feeding.
- Since the students belong to rural and tribal backgrounds having their secondary and higher secondary education in vernacular medium, they are poor in English as well as they do not easily cope up with the standard of today's higher education and they find it difficult to clear competitive examinations.
- No formal consultancy Project. Few formal MOUs.
- Few campus training and placement facilities. No hostel facilities for boys and girls.

Very limited scope for physical expansion of the college building.

### **Institutional Opportunity**

- We can enhance students' employability by introducing more add-on, professional courses, and career-oriented programs.
- We can introduce some ICT-based Certificate Courses since we have a number of well-equipped computer laboratories.
- Scope for organizing self-employment and entrepreneurship training camps and programs for students.
- Scope for organizing university, state, national, and international level workshops, seminars, and conferences on various subjects and current topics.
- Scope for organizing faculty development programs. Scope for more research projects and funding.

### **Institutional Challenge**

- Students getting graduate in Arts are not as employable as those in professional courses. Accommodation of changing technology and advancing ICT.
- Improvement of students' language competence and communication skills in English.
- Ascension of results in the university examination in general and results of Arts in particular.
- Cream students or students of high caliber in Higher Secondary level do not prefer traditional courses like BA and B.Com. as they get attracted to technical and professional courses.
- Students from economically poor backgrounds opt to earn by doing some unskilled work by which they are distracted from their studies and careers.
- Most of the UG classes consist of more than 120 students as per the rules of the Govt. As a result, teachers find it difficult to look after the students individually.
- Being an institution of traditional courses basically, we have a meager scope of extending formal

consultancy services and MOUs with big companies and organizations.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The college is affiliated to RTM Nagpur University and follows its prescribed curriculum. However, some faculty members play an active role in designing curricula as members of BOS and special committees constituted for designing and structuring curriculum. Every academic session starts with the allocation of subjects and workload to the faculty members. While the faculty members of the Arts faculty are allotted subjects as per government rules, the members of the commerce faculty are allotted by the HOD in consultation with the principal.

- Students of some programs like BA, BBA, BCCA, LLB, MA (Pol. Sci.), MA (English), and M.A. (Geography), MBA & MCM have the liberty to choose optional subjects.
- Interdisciplinary mobility is provided to the students as Science & Arts students of HSSC level are allowed to take admission in commerce and management courses like BBA and BCCA.
- Similarly, commerce students are permitted to take admission in BA if they are interested in pursuing social sciences at graduation and post-graduation levels.
- Choice-Based Credit System has been adopted for graduate and post-graduate courses.
- The important topics like environmental awareness and Human Rights are also incorporated in the curriculum.
- During these five years, the college has organized communication and

Soft Skills development programs for students by inviting experts in the field off and on.

- The college has been recognized as a center for Higher Learning and Research by RTM Nagpur University in five subjects like English, Geography, Economics, Political Science, and Commerce facilitating research works.
- In MBA, MCM, LLB, BBA, BCCA, and PG courses like MA in Pol. Sc., English, Economics, History, Geography, and MCM, students are assigned project works as per the prescribed syllabus of RTM Nagpur University.

- We analyze the feedback from students, teachers, alumni, and parents; draw conclusions, and implement them effectively for quality enhancement and sustenance.

### **Teaching-learning and Evaluation**

The very soul of the higher education system is based on teaching, learning, and evaluation. In the last five years, the average admission of students against the sanctioned seats is around 60%. SC, ST, and OBC comprise 80% of the students since the region had a majority population belonging to these categories. The following characteristics are highlighted features of the institution:

- The teachers categorize advanced and slow learners through different evaluation processes like interaction and discussion with students, unit tests, and assignments.
- The slow learners are given remedial coaching and extra lectures from time to time.
- While the advanced learners are facilitated with intensive coaching and referential reading materials.
- We have our own internal evaluation system under which we arrange regular unit tests and mock tests to prepare our students for university examinations.
  
- The total number of permanent teachers has been more than 25 on average in the last five years.
  
- At present all the full-time faculties barring a meager percentage are Ph.D.
  
- The college also recruits temporary faculties on a clock-hour basis by getting them approved from the university.
  
- Moreover, the teachers are not only highly qualified but also vastly experienced to be recognized as experts in their respective subjects.
  
- Teaching and learning become more effective by employing modern methods of teaching.
- During the lockdown period of COVID-19, the college conducted online classes on various platforms like ZOOM, Google Meet, Microsoft Teams, etc. as per the convenience of the students.
- The teachers not only learned the use of online platforms but also learned ways of preparing ICT tools for the students.
- Teachers prepared PDFs of the notes for the students and ppts on certain topics which they can

download and learn at home at their own pace.

- NMD College Gondia was associated with a group of colleges of the mother university which prepared a schedule of YouTube lectures for different programs which were also streamlined for the students to watch anytime on the portal.
- The teachers used ICT, project-based assignments, and group discussions to make teaching more interesting and student-friendly.
- In courses like BBA, BCCA, MBA, LLB, and PG in different subjects, field works, study tours, industrial tours, and Moot Courts are organized to infuse and stimulate practical approach among the students.

### **Research, Innovations and Extension**

The college has a rich profile so far as research is concerned. The college has been recognized as a center for Higher Learning and Research by RTM Nagpur University in five subjects like English, Economics, Political Science, Geography, and Commerce. The following features are highlighted characteristics of the institution's Research, Innovation and Extension activities:

- Six research scholars have registered themselves for PhD degrees at the center and one of them has submitted his thesis till date.
- The research climate of the college is now receiving impetus as faculty members start assimilating the importance as well as the necessity of research.
- Doctoral research and publications in national and international journals of faculties have increased leaps and bounds.
- A biannual research journal titled The Knowledge and Research Review bearing ISSN No. 2320-1487 has been launched and published 08 issues so far.
- Seven of our faculties are RTM Nagpur University's recognized Research Supervisors in different subjects and under their supervision 10 scholars have been awarded PhD and 03 have submitted their theses for the degree.
- Nine faculties have been awarded PhD and 06 have submitted their theses for the degree during these years. Fourteen faculties have successfully completed their Minor Research Projects (MRPs) sanctioned by UGC.
- We have NSS, NCC, WSSC (Women's Studies and Service Centre), and the Physical Education Department which have hugely contributed to successfully organizing extension activities during the last five years.

## Infrastructure and Learning Resources

The institution was established in 1958, and its infrastructure has gone through a sea change since then. At present, it has a pristine premise, along with a beautiful lawn which promises the following infrastructural facilities as teaching-learning resources:

- 36 well-equipped classrooms, and 04 ICT-equipped rooms.
- 05 computer labs, 01 large auditorium with 500 seating capacity, 01 ICT-equipped seminar hall with 150 seating capacity, and one Language Lab.
- One gymnasium with all modern equipment.
- Departments of different subjects and various activities.
- Spacious office with Principal's Chamber and seating arrangements for non-teaching staff in cubicle partition.
- Well-maintained playground.
- 02 Girls' common rooms are attached with washrooms and sanitary napkin vending and disposal machines and 02 boys' common rooms.
- Spacious cycle stand and parking space, washrooms and toilets as well as drinking water facilities for the students and staff on every floor and wing.
- The college has 3 libraries including the central library besides the departmental ones.
- All three libraries are attached with reading rooms. In particular, the central library has a special reading room for faculty and research scholars.
- The enrichment of the library has been a continuous process and it has more than 91000 books, 30000 N-listed e-journals, and 150000 e-books and it subscribes to numerous newspapers, magazines, and journals.
- OPAC system has been fully operational for staff and students.
- The college provides Wi-Fi facilities on the premises. All the office works including admissions, scholarships, etc. are fully computerized.
- The college and its infrastructure are under CCTV surveillance. They are safeguarded from damage through various preventive measures like fire extinguishers.
- Round-the-clock security guards have been appointed. The maintenance of the building and infrastructure is scrupulously done from time to time.

## Student Support and Progression

The success of an educational institution depends on support and progression mechanisms designed for its students. For Student Support and Progression, the college ensures the following:

- We have an Anti-ragging Cell, Grievance Redressed Cell, and Internal Complaint Cell (sexual harassment and gender discrimination).
- Students' Council to support the students in almost all aspects of their campus life. More than 55% of students are benefited from GOI, Swadhar Yojna, EBC, and the University Aid Fund.
- Guidance and counseling on areas of personality development, communication skills, facing competitive exams, and interviews are organized for the students off and on.
- Placement Cell arranges campus placement drives for students every year in which various companies and banks recruit UG and PG students as per their requirements.
- Apart from the curricular activities, extracurricular activities are abundantly organized through NSS,

NCC, Sports and Cultural Committee.

- The college, as well as various departments, arrange programs and guest lectures on gender sensitization, sexual harassment, cybercrimes, ragging, and other sensitive issues from time to time and we get tremendous response from the students.
- The college runs Higher Secondary Courses in Arts and Commerce, programs like BA, B.Com., BBA, BCCA, LLB at UG level, and MBA, M.Com., MCM, MA(Political Science), MA(Economics), MA(History), MA(English), and MA(Geography) at PG level providing smooth academic progression to the students.
- Many students pass NET, SET, and other competitive exams from our campus only.
- Many students are employed through placement drives every year from our campus.
- The alumni of the college have an active role in the development of the college. We regularly interact with them and invite them in meetings and various programs and we seek feedback from them.

### **Governance, Leadership and Management**

The college perspective plan aims to enhance the quality of Governance, Leadership, and Management through the following framework:

- The college visualizes to govern itself with democratic leadership and management policies to reach the poorest of the poor.
  - The college governance promotes efficiency, transparency, participatory management, and internal autonomy.
  - The democratic way of governance is followed by decentralizing different committees, cells, and units.
  - The vision and mission of the college correlate with the national policies of higher education and are based on education as a means of development for the poor, needy, and socially backward youth.
  - The principal and Internal Quality Assessment Cell act as a bridge between the College Development Committee (CDC) and the Governing Body, the Gondia Education Society.
  - Numerous college-level and Statutory Committees work unwaveringly and have the necessary freedom to implement decentralized governance.
  - The strategies are devised collectively through the involvement of heads and coordinators of various committees.
  - Performance Appraisal of staff is assessed regularly through the Performance Based Appraisal System (PBAS).
  - Group Insurance and Medical Insurance schemes are availed by staff.
  - Pension documents of retiring staff are processed timely and service details are maintained up-to-date.
  - Necessary and special leaves are sanctioned for improving their academic and professional skills.
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- College receives funding from various schemes of UGC and also through self-funded courses and college fees as financial resources.
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- The academic audit is performed by academic peers.
  - Office and financial work are fully automated with ERP 'Centralized College Management System'.
  - Moreover, the college is recognized as a Mentor Institute by R.T.M. Nagpur University, Nagpur under

the PARIS-SPARSH Scheme, and IQAC of the college is mentoring five non-accredited institutions of Gondia and Bhandara districts.

- The college also has a range of welfare measures including the Employees Credit Cooperative Society and

Consumer Cooperative Society.

- The accounts and financial transactions adhere to norms and standards in practice, with internal and external audits by government bodies with multiple checks and balances.
- The IQAC makes significant contributions to institutionalizing various processes and strategies including documentation and record-keeping, monitoring, formalizing agreements, institutional planning and strategizing, etc.
- The institution has a Management Information System for administrative procedures including finance students' admission, student records, and library accession through OPAC systems
- The college takes help from the Alumni Association and Parent Teacher Association to garner suggestions and ideas that help to govern the college.

### **Institutional Values and Best Practices**

Our college has maintained institutional values and best practices to the core of its existence by adhering to the following:

- There are various committees that work in this direction as far as gender sensitivity, sexual harassment cases, and internal complaints are concerned.
  - The college also organizes various programs to sensitize the students about environmental problems.
  - The rainwater is collected through Rain Water Harvesting methods and reused for various purposes.
  - There is a complete ban on plastic and its use. Most of the students use public transport to reach college. Trees are planted in the vicinity to create a pollution-free environment.
  - Institutional Distinctiveness: Most importantly, for the last five years the college has been organizing Argo Exhibition.
  - The College Code of Conduct is properly displayed on the college website.
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- Best Practice – I: Organizes 'Indradhanushya' Youth Festival's District Level University Team Selection Trial of various co-curricular events.
  - Best Practice – II, Online Monitoring Committee: The committee of online monitoring was formed to monitor and collect the record of online and offline classes conducted by the respective faculty members through Google Forms.
  - Having 75% girl students, a well-furnished Girls' Common Room with full-time lady attendants, Sanitary Napkin Vending Machine. The college also organizes a Self Defense Programme for girls.
  - Other facilities like the First Aid Box, Periodic Medical Examination, Statutory ICC & Women Cell, Anti-ragging Committee, Discipline Committee, etc. are available.
  - The safety of the premises is maintained with CCTV surveillance, fire extinguishers, and security guards. Energy conservation through solar panel-based street lights and LED bulbs.
  - Efficient management of biodegradable and non-biodegradable waste and e-waste, separate dust bins (Yellow dust bins for dry waste and green for wet waste are kept at the required corners in the college

premises.), separate rooms for storing scraps and e-waste

- Green Campus has been promoted and maintained by the college and awareness drives are organized for an eco-friendly campus.
- The college has wheelchairs, toilets with special changes, rails, and signposts along with a definite policy for students with disability.
- An inclusive environment has been promoted by practicing a number of events and celebrations of days like International Yoga Day, International Women's Day, Mother Language Day and Marathi Bhasha Gaurav Divas, etc.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	NATWARLAL MANIKLAL DALAL COLLEGE OF ARTS AND COMMERCE
Address	Ramnagar, Kudwa Road, Gondia
City	Gondia
State	Maharashtra
Pin	441614
Website	<a href="http://www.nmdcgondia.org">www.nmdcgondia.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sharda I. Mahajan	07182-252634	9822231521	07182-251100	nmdcaclp@rediffmail.com
IQAC / CIQA coordinator	Shafiulla Khan	07182-252743	9423384212	07182-251100	iqacnmdcgondia@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Certificate (1) compressed.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	Hindi Minority-owned
Any Other	

<b>Establishment Details</b>		
<b>State</b>	<b>University name</b>	<b>Document</b>
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	<a href="#">View Document</a>
<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	26-07-2012	<a href="#">View Document</a>
12B of UGC	26-07-2012	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	14-06-2024	12	
AICTE	<a href="#">View Document</a>	14-06-2024	12	
AICTE	<a href="#">View Document</a>	14-06-2024	12	
AICTE	<a href="#">View Document</a>	14-06-2024	12	
BCI	<a href="#">View Document</a>	06-07-2024	12	
BCI	<a href="#">View Document</a>	06-07-2024	12	
AICTE	<a href="#">View Document</a>	14-06-2024	12	
BCI	<a href="#">View Document</a>	06-07-2024	12	
BCI	<a href="#">View Document</a>	06-07-2024	12	
AICTE	<a href="#">View Document</a>	14-06-2024	12	

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Ramnagar, Kudwa Road, Gondia	Urban	2.36	6288.06

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCom,Commerce,	36	H.S.S.C.	English,Hindi,Marathi	920	663
UG	BBA,Commerce,	36	H.S.S.C.	English	360	166
UG	BCom,Commerce,Computer Application	36	H.S.S.C.	English	360	222
UG	BA,Arts,	36	H.S.S.C.	Hindi,Marathi	840	725
UG	LLB,Law,	36	Any Graduation	English	180	152
PG	MA,Economics,	24	Any Graduation	Hindi	160	24
PG	MCom,Commerce,Commerce	24	Any Graduation	English,Hindi,Marathi	160	160
PG	MA,Political Science,Political Science	24	Any Graduation	Hindi	160	130
PG	MA,History,History	24	Any Graduation	Hindi	160	15
PG	MBA,Management,Management	24	Any Graduation	English	120	106

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				11				26			
Recruited	0	1	0	1	10	1	0	11	11	6	0	17
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				27
Recruited	15	0	0	15
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	10	1	0	8	4	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>	<b>Others</b>	<b>Total</b>
		13	4	0	

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Self Study Report of NATWARLAL MANIKLAL DALAL COLLEGE OF ARTS AND COMMERCE

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	750	12	0	0	762
	Female	1117	15	0	0	1132
	Others	0	0	0	0	0
PG	Male	119	7	0	0	126
	Female	203	6	0	0	209
	Others	0	0	0	0	0
Certificate / Awareness	Male	20	0	0	0	20
	Female	40	0	0	0	40
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	55	82	132	66
	Female	80	100	94	94
	Others	0	0	0	0
ST	Male	77	67	93	73
	Female	61	82	83	60
	Others	0	0	0	0
OBC	Male	304	244	247	214
	Female	272	262	313	319
	Others	0	0	0	0
General	Male	129	142	133	118
	Female	154	110	167	155
	Others	0	0	0	0
Others	Male	25	52	48	46
	Female	28	75	61	73
	Others	0	0	0	0
<b>Total</b>		<b>1185</b>	<b>1216</b>	<b>1371</b>	<b>1218</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Natwarlal Maniklal Dalal College of Arts and Commerce, Gondia had its inception in 1958 with traditional undergraduate courses of B.A. and B.com. In due course of time, the college has started LLB, and M.A. in Political Science, Geography, Economics, History, and English. It has also started more skill-based courses like B.B.A. and B.Com. in Computer Application and M.B.A. Keeping in view the demands of multidisciplinary and interdisciplinary courses stressed in NEP 2020 the college submitted proposals for multiple entries and exit courses like Journalism, Banking Practices, and Skill Development in the academic session 2022-23 and received permission for a course on Journalism.</p>
------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>These courses can be pursued by both arts and commerce field students. For example, arts and humanities students can pursue a commerce-related course like Banking Practices, and commerce and management students can pursue arts and humanities-related courses like journalism</p>
2. Academic bank of credits (ABC):	<p>Academic Bank of Credits (ABC) is an idea initiated by NEP 2020 which emphasizes multiple entry and exit courses facilitating a certificate course of One Year, a Diploma of Two Years, and a Degree of Three Years. The students pursuing these courses can drop out after completing One year or Two Years. Whenever they come back to continue their studies, credits are kept in ABC. N.M.D. College, Gondia. The college has applied for such multidisciplinary courses on Banking Practices, Communication Skills and Journalism. The college has received permission to start a certificate course in Journalism from the academic session 2023-24. Thus ABC has been formed in the college from the session 2022-23 as per the guidelines of NEP 2020 and the parent university. The college has started a Digi locker registration process for all the students in which they register their UID and mark sheets under the scheme of ABC as per the direction of the parent university.</p>
3. Skill development:	<p>: Considering the demands of multidisciplinary and interdisciplinary courses stressed in NEP 2020 the college has submitted proposals for multiple entries and exit courses like Journalism, Banking Practices, and Skill Development in the session 2022-23. These courses can be pursued by both arts and commerce field students. For example, arts and humanities students can pursue a commerce-related course like Banking Practices, and commerce and management students can pursue arts and humanities-related courses like journalism. These programs will help the students to develop skills in multidisciplinary and interdisciplinary fields to improve the employability level of the students. Apart from these, the college runs programs like B.A., B.Com, B.B.A., B. C.C.A., L.L.B., &amp; M.B.A, in which projects, field visits, VIVA-VOCE, MOOT COURTS, etc are conducted for the development of skills of the students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The syllabus of all the programs is prepared by various committees of the University comprising representatives of the faculties of respective</p>

	<p>courses—the faculties of N.M.D. College, Gondia contributes to the formation of the syllabus and tries to integrate the Indian Knowledge System appropriately. The college is also running programs in Marathi, Hindi, and English Medium to imbibe the ethos of Indian Culture and Languages. The M.B.A. program conducted by the college makes it Compulsory for students to Pursue Online Courses on MOOC Platforms. Undergraduate students like B.A., B.Com, B.B.A, B.C.C.A, and L.L.B pursue online courses from the SWAYAM platform.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Programs and Course Outcomes for all programs offered by the Institution are stated and displayed on the Website and communicated to teachers and students so that by the end of the program, the students will be able to: Commerce and Management: 1. Understand the basic concepts of commerce, management, accounting &amp; economics. 2. Analyze relationships among commerce, trade industry, services, management, and administration. 3. Perform all accounting activities and can handle the type of business very well. 4. Understand the application of knowledge of commerce in the business service sector, marketing, finance entrepreneurship development, etc. 5. Develop communication skills and computer awareness and rules of the Income Tax Act. 6. Think about commercial and professional ways or points of view. 7. Self employment confidence is developed. 8. Understanding legal issues/laws relating to the banking and insurance sector. Humanities: 1. Integrate student’s learning across all facets of their lives. 2. Analyze critically and imaginatively. Develop skills in critical analysis and interpretation. 3. Communicate effectively 4. Understand the ethical implications of ideas, communications, and actions 5. Appear in competitive examinations. Law: 1. The Comprehensive Syllabus is aimed towards imparting in-depth subjective and objective knowledge of the discipline to its Annual Quality Assurance Report of NATWARLAL MANIKLAL DALAL COLLEGE OF ARTS AND COMMERCE students. 2. The course with a significant thrust on the Indian Constitution imparts knowledge of the Laws of the Land with Practical applicability in the courts of Law. 3. Students are trained to develop their writing &amp; drafting skills through guided term papers. 4.</p>

	Students are also able to apply a systematic approach to the acquisition of knowledge, conception, and principles. They also learn to analyze findings from books and journals and other data. 5. The students are also imparting knowledge through practical exercises like Moot Court and other legal field visits. They are also provided career counseling and other opportunities in the field.
6. Distance education/online education:	The M.B.A. Programme Conducted by the college makes it Compulsory for students to Pursue Online Courses on MOOC Platforms. Undergraduate students like B.A., B.Com, B.B.A., B.C.C.A., and L.L.B. pursue online courses from the SWAYAM platform. The college also has a Yashwantarao Chavan Maharashtra Open University study center offering programs like B.A., B. Com, and B. Lib on Distance Learning Mode.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has set up an electoral literacy club through which various awareness programs are organized
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Department of Political Science and NSS unit of the college are particularly active in carrying forward the activities of electoral literacy.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Social awareness programs on Vote for Yourself and Standing for your Rights were organized by the college NSS unit in association with the tehsil administration on 18.03.2024. The NSS unit also distributed pamphlets on the occasion regarding the necessity to vote for the health of democracy. The NSS unit organized the awareness program for the first time voters in the nearby villages of the college on 17.03.2024. The unit has also prepared YouTube videos on the necessity of voter awareness and organized street plays at various places of the city including Railway station.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	Social awareness programs on Vote for Yourself and Standing for your Rights were organized by the college NSS unit in association with the tehsil administration on 18.03.2024. The unit has also

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>prepared YouTube videos on the necessity of voter awareness and organized street plays at various places of the city including Railway station.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Department of Political Science and Cultural activities Cell of the college organized Voters Awareness week during the last week of January 2022. During this week there is a series of Online Lectures on Democracy and Voter and a number of other topics like Corrupt Practices on Voters, Role of Media in Election, Influence of Cast in Election, Lack of Election Interest in Voters and Awareness in Voters etc. topics. The college also organized a Panch Pran Pledge drive filling the online pledge Google form prepared by the Ministry of Law and Justice. On this occasion students prepared self-videos propagating the importance of voting rights. The college also organized a speech competition under SVEEP on 26/03/2023 in which seven students participated.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2657	3075	3140	2797	2474

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 32

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
28	28	26	30	28

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
50.93122	52.11940	41.28217	48.13984	55.24208

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

The institution, in affiliation with Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, meticulously crafts the curriculum for its diverse courses. The faculties of various departments who are members of the Board of Studies (BOS) and different academic bodies contribute to designing the syllabus of the courses they are teaching. Aligned with the university's guidelines, the institution adheres to a standardized academic calendar to ensure seamless implementation of the curriculum. This process is meticulously executed through a well-structured and documented approach:

At the onset of each academic year, the Institutional Quality Assurance Cell (IQAC) convenes a meeting to draft the Annual Academic Calendar in accordance with the university's schedule. These sessions serve as a platform to deliberate on various curricular and extracurricular activities, department-specific initiatives, and strategies for student guidance.

The syllabi for each subject are disseminated to the students at the commencement of the academic session, facilitated by the respective faculty members. Simultaneously, the college's timetable committee formulates a comprehensive schedule for the session. Subsequently, teachers meticulously prepare teaching plans for their subjects and maintain attendance records.

To ensure transparency and accountability, an online platform in the form of a Google Form is employed. Here, teachers input details regarding classes conducted, topics covered, and student attendance. This digital oversight enables real-time monitoring of teaching activities throughout the academic term.

The institution prioritizes an enriching learning environment, fostering conducive classrooms equipped with modern amenities such as spacious accommodations, advanced computer facilities, and fully equipped geography labs. Additionally, remedial lectures and informal interactions with students are integrated into the teaching-learning process to address individual needs and facilitate holistic development.

Regular departmental seminars, unit assessments, and group discussions are organized to gauge student progress and comprehension of the curriculum. These evaluative measures serve as precursors to formal examinations, ensuring a comprehensive assessment of learning outcomes.

Furthermore, the institution endeavors to broaden students' horizons by hosting guest lectures that delve into various socio-economic, cultural, and environmental themes.

Recognizing the diverse learning paces among students, teachers employ various strategies to cater to

individual needs. Question-answer sessions, unit assessments, and classroom observations aid in identifying both slow and advanced learners. For students requiring additional support, tutorials, and remedial classes are conducted,

whereas advanced learners are encouraged to explore supplementary resources and participate in competitive examinations to enhance their academic prowess.

In essence, the institution's commitment to effective curriculum delivery extends beyond mere dissemination of knowledge. Through meticulous planning, continuous evaluation, and personalized support mechanisms, it endeavors to nurture well-rounded individuals equipped to excel in their chosen endeavors.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 11

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses***

*of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 23.26

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
577	865	685	738	425

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

**Gender Equality:** The institution has taken significant steps towards fostering gender equality by establishing a dedicated Sexual Harassment Cell. This initiative serves a dual purpose: to monitor cases of sexual exploitation and to encourage individuals to voice their experiences. Additionally, the institution conducts various programs aimed at promoting menstrual hygiene management and enhancing legal awareness among women, thereby empowering them with leadership skills.

**Environmental Awareness:** In line with its commitment to environmental awareness, the college integrates relevant subjects into its curriculum. Courses such as Environmental Geography, Natural Disaster Management, and Geography within the Political Science program aim to instill a deep understanding of environmental issues among students. Similarly, the LL.B program incorporates Environmental Law as a core subject, ensuring that students are equipped with the necessary knowledge to address environmental challenges.

**Human Rights:** The college places a strong emphasis on human rights education across various programs. While the LL.B program extensively covers human rights topics, other disciplines also offer compulsory and optional subjects focusing on this critical area. By incorporating human rights education into different courses, the institution cultivates a holistic understanding of human rights issues among its students.

**Professional Ethics:** Professional ethics are integral to all professional courses offered by the institution, including M.B.A., LL.B, BBA, and BCCA. Through dedicated coursework and specialized subjects such as professional ethics and professional accounting systems within the LL.B program, students are equipped with the ethical framework necessary for their respective fields.

**Moral Values:** Moral and ethical values are imparted to students through compulsory and optional language subjects such as Hindi, Marathi, and English. Textbooks feature lessons that delve into the life stories of saints and societal heroes, offering students valuable insights into moral and ethical principles. By integrating these lessons into the curriculum, the institution ensures that students develop a strong foundation in moral values and ethical conduct.

In summary, the institution's commitment to gender equality, environmental awareness, human rights education, professional ethics, and moral values is evident through its diverse range of initiatives and curriculum offerings. By prioritizing these areas, the institution not only equips students with the knowledge and skills needed for their chosen careers but also fosters their development as responsible and ethical members of society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 15.51

#### 1.3.2.1 Number of students undertaking project work/field work / internships

**Response:** 412

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 71.93

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
1199	1347	1316	1182	1142

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1720	1720	1720	1720	1720

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 69.79

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
584	618	648	578	573

### 2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
860	860	860	860	860

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 94.89

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The college embraces student-centric approaches, particularly through experiential learning methodologies, which encompass diverse activities such as project work, competitive examinations, field visits, surveys, industrial and guest lectures, workshops, in-house sessions, land surveys, and mapping exercises. Engaging in participative learning, students partake in role-plays, and teamwork activities during NSS camps, tree plantation drives, Red Cross initiatives, Swatch Bharat campaigns, and health awareness programs. Furthermore, participative learning thrives through debates, group work exercises, and interactive question-answer sessions. To foster problem-solving skills, the institution employs methods like case studies, analysis, reasoning, discussions, quizzes, and research projects.

The college remains committed to student development by offering support through forums like the Career Counseling Cell, Placement Cell, and departmental clubs. Ensuring a learner-friendly environment,

emphasis is placed on thorough academic preparation and syllabus coverage. Campus-wide Wi-Fi access facilitates e-resource availability, with notes distributed and discussed following the completion of each unit. Classrooms are designed to encourage open dialogue, with students notified in advance about upcoming topics for preparation. Both the college and departmental libraries serve as valuable resources for students.

Adapting to evolving teaching methodologies, faculty members incorporate ICT-based tools, particularly during the challenges posed by the COVID-19 pandemic and subsequent lockdowns. Online classes were conducted via platforms such as ZOOM, Google Meet, Microsoft Teams, and Webex, ensuring flexibility for students. Teachers adeptly utilized online platforms, creating PDF notes and PowerPoint presentations for self-paced learning. Collaborating with other colleges under the university's umbrella, a schedule of YouTube lectures was curated, providing students with additional resources accessible via the portal at their convenience.

During the pandemic, teachers utilized ICT tools, project-based assignments, and group discussions to maintain engagement and accessibility in their teaching methods. Various programs, including BBA, BCCA, MBA, LLB, and PG courses, integrate practical elements such as fieldwork, study tours, industrial visits, and moot courts to enhance practical understanding among students.

In essence, the college's commitment to student-centric education permeates through diverse learning experiences and innovative teaching methodologies. Whether through hands-on projects, participative activities, or leveraging technology for remote learning, the institution remains dedicated to nurturing well-rounded individuals equipped with both theoretical knowledge and practical skills essential for success in their chosen fields.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 48.28

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
58	58	58	58	58

#### File Description

#### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 95

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
27	27	25	27	27

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

#### **Response:**

**The college has embarked on a transformative journey, implementing significant reforms in the evaluation process for internal assessments across undergraduate (UG) and postgraduate (PG) courses. This overhaul encompasses a spectrum of formal and informal mechanisms under the Continuous Internal Evaluation system.**

**Central to this initiative is the endeavor to familiarize students with the examination patterns. Each semester, the college orchestrates Internal Tests mirroring the format of University Examinations. Following this, instructors meticulously review the papers, offering personalized feedback and suggestions to individual students, fostering a culture of continuous improvement.**

**Aligned with the University's directives, the college adheres to the Credit Based Choice System (CBCS), ushered in for PG programs since the academic year 2015-16, employing an 80:20 pattern. Moreover, recognizing the paramount importance of nurturing research acumen, a cornerstone of academic excellence, the PG curriculum integrates a research project in the form of a Dissertation, aimed at cultivating depth in students' research capabilities.**

**Both UG and PG students undergo Internal Tests as part of their Internal Assessment regimen. Complementing this, the assessment framework encompasses Internal Viva, presentations, and monitoring attendance during teaching sessions, enriching the evaluative spectrum and ensuring a holistic appraisal of students' academic progress.**

**The institution remains steadfast in its commitment to upholding the norms stipulated by the esteemed R.T.M. Nagpur University for internal examinations. Rigorous adherence to these guidelines underscores the college's unwavering dedication to maintaining academic integrity and**

excellence.

Furthermore, in recognition of the imperative to provide avenues for student grievances, the college has instituted a Grievance Cell. This proactive measure empowers students to voice their concerns transparently and seek redressal for any perceived discrepancies in the evaluation process. Notably, the Grievance Cell operates with efficacy, investigating complaints expeditiously and furnishing justified solutions within stipulated timelines.

Despite the meticulousness of the evaluation procedures, the absence of grievances from students attests to the efficacy and fairness of the instituted policies. Clear communication and transparency are hallmarks of the college's approach, ensuring that every stakeholder is well-informed and involved in the academic processes.

To further bolster transparency and efficacy, the college conducts regular meetings under the aegis of the Principal, fostering collaborative decision-making and policy formulation aimed at addressing student grievances comprehensively. These deliberations serve as a testament to the institution's proactive stance towards continuously refining and enhancing the evaluation framework to better serve the academic aspirations of its student community.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### Response:

The College is dedicated to a comprehensive process for articulating, displaying, and disseminating program and course outcomes. This dedication is evident in the following procedures:

**Transparency and Accessibility:** The institution prioritizes clear communication of program and course outcomes. These outcomes are readily accessible through multiple channels, including the college website, notice boards, and social media platforms. This ensures that all stakeholders, including students and faculty, are well-informed.

**Dynamic Updates:** To maintain relevance and accuracy, course and program outcomes are regularly updated on the college website. These updates incorporate any changes mandated by the affiliated university, ensuring that the college's standards remain current and aligned with evolving educational requirements.

**Proactive Communication:** The college administration actively ensures the seamless implementation of updates. The principal conducts regular meetings with Heads of Departments (HODs), who then promptly inform students through classroom announcements and mentorship groups. This proactive approach guarantees that students are kept abreast of any changes in a timely manner.

**Easy Access for Everyone:** The college website features a dedicated section that serves as a centralized repository for all course and program outcomes. This section is designed to be easily navigable, allowing students and other stakeholders to conveniently access the information they need.

**In Summary:** The institution places a high value on transparency and accessibility regarding program and course outcomes. By keeping students and stakeholders well-informed and involved, the college ensures alignment with learning goals and expectations. This commitment fosters a collaborative environment where everyone is on the same page concerning educational objectives.

This process underscores the college's dedication to clarity and open communication. By making program and course outcomes readily accessible and regularly updated, the institution not only complies with university standards but also supports the academic progress of its students. Regular meetings and proactive dissemination of information ensure that changes are communicated effectively, minimizing confusion and fostering a supportive educational atmosphere.

In conclusion, the college's meticulous approach to articulating, displaying, and disseminating program and course outcomes highlights its commitment to transparency and accessibility. By providing easy access to updated information and maintaining proactive communication, the institution upholds a high standard of educational excellence and fosters a collaborative learning environment.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The college offers eight distinct programs, each playing a vital role in fulfilling its educational mission. Central to this mission is the rigorous evaluation of the teaching-learning process, overseen by the Institutional Quality Assurance Cell (IQAC). Before any program begins, the IQAC establishes clear Program Learning Outcomes (PLOs), providing a structured roadmap for instructional delivery.

The teaching-learning process is meticulously aligned with these predetermined PLOs. The institution rigorously assesses the attainment of Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs). To measure the achievement of PSOs, the college administers comprehensive exams to final-year students in each program, specifically designed around the outlined outcomes.

Each department is responsible for creating examination papers tailored to their respective subjects, ensuring they closely reflect the specified learning objectives. Following this, examinations are conducted, and answer scripts are meticulously evaluated. This detailed process provides insights into the extent to which the stated outcomes of individual subjects have been achieved.

Post-examination, statistical data from the results are collected and thoroughly analyzed. This deep analysis of examination outcomes, which are crafted to assess the stated outcomes, yields valuable insights into the college's educational strengths and areas needing improvement. If the analysis identifies any deficiencies or areas where the institution falls short, proactive measures are swiftly implemented. These remedial actions aim to address shortcomings, ensuring continuous improvement in the delivery of educational programs.

This cyclical process of evaluation, analysis, and improvement forms the cornerstone of the institution's commitment to academic excellence and student success. By systematically evaluating the alignment between instructional delivery and predetermined outcomes, the institution fosters a culture of accountability and continuous improvement. Through this interactive approach, the college remains agile in responding to the evolving needs of its student body and the broader community it serves.

In essence, the college's dedication to rigorous evaluation serves as a catalyst for ongoing advancements in educational quality and efficacy. The institution's comprehensive approach to assessing and enhancing its educational programs underscores its commitment to providing a high-quality learning experience. This robust evaluation process ensures that teaching methods and program delivery are consistently refined to meet the highest standards, ultimately benefiting both students and the community at large.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

#### Pass percentage of Students during last five years (excluding backlog students)

**Response:** 83.52

#### 2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
540	533	946	741	586

#### 2.6.3.2 Number of final year students who appeared for the university examination year-wise

**during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
702	912	1003	800	589

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.63

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - 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 last five years (INR in Lakhs)*

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**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**

**Response:**

N.M.D. College of Arts and Commerce, Gondia, nestled within the educational tapestry of Maharashtra, finds itself anchored to the prestigious Rashtrasant Tukdoji Maharaj, Nagpur University. It abides by the academic roadmap prescribed by the university but endeavors to infuse innovation within its structured curriculum.

Recognizing the rich tapestry of India's traditional knowledge systems, the college subtly integrates elements of the Indian Knowledge System (IKS) across various subjects like History, Political Science, Hindi, and Marathi languages. However, with the advent of NEP 2020, there's a proactive move towards formalizing the inclusion of IKS within the syllabi of diverse courses, heralding a progressive stride towards holistic education.

The institution, cognizant of the significance of Intellectual Property Rights (IPR) in the contemporary

academic landscape, has established an IPR cell. Each year, the Department of Law, under the aegis of the Internal Quality Assurance Cell (IQAC), orchestrates seminars/webinars delving into the nuances of IPR. Collaborating with esteemed institutions like the Rajiv Gandhi National Institute of Intellectual Property Management (RGNIIPM), these sessions unravel the complexities of patenting and other pertinent topics. Distinguished figures like Mrs. Pooja Maulikar and Dr. Pankaj Kumar have graced these platforms, enriching intellectual discourse.

Recent endeavors have seen the Department of Law and IQAC coalesce their efforts to host webinars chaired by luminaries like Dr. Sharda I. Mahajan and featuring keynote speakers such as Dr. Jupi Gogoi. These initiatives not only disseminate knowledge but also foster an environment conducive to scholarly dialogue and intellectual growth.

The challenges posed by the pandemic prompted a paradigm shift in pedagogical practices. Faculty members not only transitioned seamlessly to online instruction but also leveraged platforms like YouTube to disseminate lectures, ensuring accessibility and flexibility for students. This adaptability was not confined to crisis situations; rather, it became an integral part of the institution's ethos. Even as offline classes resumed post-lockdown, the hybrid approach persisted, amalgamating traditional methods with contemporary tools. Faculty members championing innovative teaching methodologies are not only celebrated but also encouraged to share their insights, fostering a culture of collaborative learning and experimentation.

In essence, N.M.D. College of Arts and Commerce, Gondia, emerges not merely as a bastion of academic excellence but as a crucible of innovation and knowledge dissemination. Its commitment to integrating indigenous wisdom, navigating the labyrinth of intellectual property, and embracing technological advancements underscores its progressive outlook. As it continues to evolve, the college epitomizes the ethos of education as a dynamic force driving societal transformation. As part of innovation our two faculty members received patent authentication from the office of Controller General of Patents, Design and Trademark, Department for promotion of Industry and internal trade Government of India.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

**Response:** 31

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
05	14	04	05	03

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 1.56

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
17	11	7	4	11

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.66**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	6	5	6	1

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1****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.****Response:**

Extension activities play a vital role in the holistic development of students, and at our college, various units such as the National Service Scheme (NSS), National Cadet Corps (NCC), and the Life-Long Learning and Extension Department actively engage in these endeavors.

The NSS unit of our college has taken the admirable initiative of adopting a nearby village. Volunteers regularly visit the village, conducting surveys to identify its problems, which range from social and medical to economic issues. Through meticulous planning and coordination, the NSS unit endeavors to address these challenges utilizing government schemes aimed at rural development. Additionally, they organize a ten-day Special Camp in the adopted village, intensifying their efforts to uplift the community.

Moreover, the Department of Political Science collaborates with the NSS unit to enhance electoral literacy among the populace. Through various programs, they educate both general voters and first-time voters about the significance of their electoral rights and responsibilities. By fostering political awareness, they contribute to building a more informed and participative electorate.

On the other hand, the NCC unit focuses on community outreach programs geared toward enhancing public safety. One notable initiative is the organization of Traffic Safety Week, during which citizens are educated about road safety rules and practices. By imparting essential knowledge and skills, the NCC unit strives to create a safer environment for all road users.

Over the past five years, these extension activities have significantly contributed to the overall development of students and the surrounding communities. By engaging in initiatives such as tree plantation drives, cleanliness campaigns, vaccination programs, and electoral literacy efforts, students have not only enriched their academic learning but also developed a strong sense of social responsibility.

Through these endeavors, students have gained valuable practical experience, honed their leadership skills, and cultivated empathy and compassion towards marginalized communities. Furthermore, by actively participating in community service projects, students have forged strong bonds with the society they serve, fostering a culture of civic engagement and altruism.

In essence, the extension activities conducted by various units of our college serve as catalysts for positive social change. By instilling values of empathy, responsibility, and citizenship, these initiatives not only benefit the immediate beneficiaries but also contribute to the larger goal of creating a more just and equitable society. As we look towards the future, we remain committed to nurturing these endeavors and empowering our students to become compassionate and socially conscious leaders of tomorrow.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

#### **Awards and recognitions received for extension activities from government / government recognised bodies**

##### **Response:**

The College prides itself on its multifaceted approach to extension activities and outreach programs, facilitated through its robust NCC, NSS, Lifelong Learning and Extension Department, and Cultural Committee.

At the forefront is the highly active NCC unit, distinguished by its consistent representation at the prestigious Republic Day Parade in New Delhi. Year after year, the college's cadets earn this esteemed opportunity, a testament to their dedication and discipline. Notably, a significant proportion of these cadets later embark on illustrious careers in the Army or Police services, showcasing the transformative impact of their NCC experience.

Likewise, driven by the fervor of NSS volunteers for social service, the college boasts two units comprising 100 volunteers each. These dedicated individuals undertake the noble task of adopting a nearby village, committing themselves to a three-year period of service aimed at catalyzing sustainable development and fostering community empowerment. Through their tireless efforts, these 200 volunteers leave an enduring legacy of progress and compassion within the adopted villages.

The Cultural Committee, meanwhile, serves as a vibrant hub for artistic expression and cultural enrichment. Regularly organizing a diverse array of cultural activities within the college premises, the committee provides students with a platform to showcase their talents and celebrate the rich tapestry of diversity. Notably, the committee's recent responsibility to organize a district-level cultural competition program, "Indradhanushya," by Rashtrasant Tukdoji Maharaj, Nagpur University, underscores its reputation for excellence in cultural endeavors.

Amidst the bustling array of extension activities, students of the college continually garner recognition and acclaim for their exemplary contributions. From accolades honoring outstanding leadership to awards celebrating exemplary service, these commendations reflect the students' unwavering commitment to making a meaningful difference in society. E-copies of these awards serve as tangible reminders of their collective achievements and impact.

In essence, through the concerted efforts of various units and committees, the college cultivates a culture of service, leadership, and cultural enrichment among its student body. By actively engaging in extension activities and outreach programs, students emerge as empowered individuals equipped with the skills, values, and compassion necessary to effect positive change in the world. As the college continues to champion these endeavors, it remains steadfast in its mission to inspire, educate, and uplift both its students and the communities they serve.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.3**

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 25

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
8	4	4	5	4

  

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response: 7**

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

**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.)**

**Response:**

N.M.D. College of Arts and Commerce in Gondia stands as a testament to the fusion of heritage and modernity, boasting an old yet sturdy edifice complemented by lush lawns that serve as a picturesque backdrop for academic endeavors. Within its hallowed halls, a plethora of infrastructural marvels await, enriching the learning experience for students and faculty alike.

The college's architectural splendor encompasses 36 meticulously crafted classrooms and 4 ICT-equipped chambers. These spaces serve as crucibles for cultural expression, hosting vibrant events such as elocution competitions, debates, and quizzes, fostering a dynamic atmosphere of intellectual exchange and creativity.

Stepping into the realm of technology, the institution houses 5 state-of-the-art computer labs alongside an expansive auditorium accommodating 600 attendees and a seminar hall outfitted with ICT facilities, catering to diverse academic pursuits. Complementing these facilities is a Language Lab, nurturing linguistic proficiency among students.

Catering to holistic well-being, the college offers an indoor gymnasium replete with modern equipment, a tranquil yoga room, and a spirited table tennis arena. The emphasis on physical fitness is further underscored by the provision of a sprawling playground for outdoor sports and games, ensuring a harmonious balance between academia and athleticism.

Venturing beyond academics, the college dedicates a closed premises of 10,000 square feet for agricultural exhibitions and social gatherings, fostering community engagement and holistic development.

Infrastructure is meticulously designed to cater to the needs of every stakeholder, with segregated common rooms for both genders equipped with essential amenities. Additionally, ample parking and cycle stand facilities, coupled with strategically placed washrooms and drinking water provisions, ensure convenience and accessibility for all.

The heart of scholarly pursuits beats within the college's libraries, comprising a central repository flanked by departmental counterparts. Boasting a treasure trove of over 91,000 books, 6000 e-journals, and 3,35,000 e-books, the libraries serve as bastions of knowledge dissemination. Equipped with reading

rooms and bolstered by an operational OPAC system, they facilitate seamless access to a wealth of academic resources for students and faculty.

Embracing the digital age, the college offers Wi-Fi connectivity across its premises, streamlining administrative processes and fostering a culture of technological literacy. Moreover, stringent security measures, including CCTV surveillance and round-the-clock guards, ensure the safety and integrity of the institution's infrastructure.

In essence, N.M.D. College of Arts and Commerce epitomizes a harmonious blend of tradition and innovation, providing a nurturing ecosystem where academic excellence thrives amidst modern amenities. With its robust infrastructure and unwavering commitment to holistic development, the college stands as a beacon of enlightenment, guiding generations toward a brighter future.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 21.27

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
8.82	8.69	3.60	21.19	10.39

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*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*

#### Response:

The library of the institution is strategically located in the central area of the college premises, occupying the ground floor of the main building. This college building, originally constructed in 1958, underwent a significant renovation in 2004-05. The renovation aimed to incorporate the latest modern facilities while preserving the building's heritage ambiance and enhancing its energy efficiency.

The library offers a seating capacity for 70 users and is partially automated, with all its subsystems connected via Wi-Fi. A dedicated research and computer lab within the library provides 40 workstations, allowing access to a wide range of e-resources and e-databases. Currently, the library utilizes 'LIBMAN-VERSION 2.03', an Integrated Library Management Software that operates on the Unix 0.6 Master Software platform. This software, known for its web-centric design and advanced technology, supports numerous clients and enhances the library's efficiency.

Looking towards the future, the library plans to introduce Android apps with remote access capabilities, further improving user convenience. Some of the planned digital services include:

1. Browser-based access.
2. Integration of bibliographical data from sources like Google, DOAJ, and Shodh Ganga.
3. An improved, user-friendly OPAC (Online Public Access Catalog) interface.
4. Simplified data import/export processes.
5. Quick report generation in various formats.

The library also automates several routine tasks to streamline operations. It generates periodic lists of books and automated reminders, manages the acquisition of serials, maintains issue records, sends reminders for missing issues, and creates binding lists. These automated processes ensure efficient and effective library management.

At present, the library provides access to over 6,000 e-journals and 3,35,000 e-books through N-LIST and various open-access databases. This extensive collection ensures that users have a wealth of resources at their fingertips, supporting their academic and research needs.

In summary, the institution's library is a blend of heritage and modernity, offering a conducive environment for study and research. With its strategic location, modern facilities, and advanced technological integrations, it stands as a crucial resource for students and faculty alike. The library's ongoing and future developments aim to enhance user experience and accessibility, ensuring it remains at the forefront of academic support in the digital age.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The institute boasts well-equipped computer labs with approximately 159 computers, regularly monitored and maintained to ensure optimal use and consistent updates. These efforts ensure that the technology remains current and functional to meet the student's needs.

In the academic session 2022-23, the institute upgraded its internet facility with a Railwire lease line offering 50 MBPS capacity, significantly enhancing connectivity. Additionally, the institute utilizes cloud-based ERP software to streamline various administrative processes. This software facilitates online admission, fee submission, and requests for certificates, providing a seamless and convenient experience for both students and the administration.

Communication with students is efficiently managed through the ERP software, which has proven to be very useful. Important notices from the university and state government are disseminated to students via WhatsApp groups and email, ensuring timely and effective communication. The institute's website is frequently updated to provide the latest information and resources to students.

The institute has also adapted to modern educational needs by conducting online exams. Question papers are prepared using Google Forms, and results are processed accordingly. This method has been successfully implemented, ensuring that assessments remain fair and efficient.

To maintain and update its technological infrastructure, the institute has signed an Annual Maintenance

Contract (AMC) with Delta Marketing, Gondia. This agreement ensures regular updates to software and computers, aligning them with students' syllabus requirements. In response to the fast-evolving world of technology, the institute also annually purchases new computers to replace outdated ones, ensuring that the hardware remains cutting-edge.

Overall, the institute's commitment to maintaining and updating its computer labs, internet facilities, and administrative software underscores its dedication to providing a high-quality educational environment. By leveraging advanced technology and efficient communication tools, the institute ensures that both students and faculty have the resources they need to succeed in an increasingly digital world.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio (Data for the latest completed academic year)

**Response:** 19.39

##### 4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 137

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 26.26

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
13.95	12.45	10.96	11.29	16.41

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 44.22

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1170	1370	1381	1221	1112

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 18.19

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
892	480	794	270	136

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 1.61

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
20	15	19	0	0

**5.2.1.2 Number of outgoing students year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
540	533	946	741	586

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0.12

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	01	00	02

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 last five years**

**Response: 6**

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	00	00	00	3

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response: 4.6**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
02	06	07	05	03

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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**

**Response:**

The institution hosts an annual Alumni Meet, even though its Alumni Association is still in the registration process. This event serves as a crucial communication platform between alumni, faculty, and college administration. During the meeting, alumni are encouraged to share their insights and ideas for enhancing both curricular and co-curricular activities at the institution.

One of the key activities at the Alumni Meet is the distribution of feedback forms to former students. These forms are designed to gather detailed evaluations of the institution's teaching and learning processes. Alumni are asked to reflect on their overall experience with the institution and to rate various developmental activities they encountered during their time as students. Specific areas of focus include the quality of computer laboratories, the library, seminars, workshops, project work, excursions, and other academic and extracurricular activities provided by the institution. Additionally, alumni feedback is sought on the effectiveness of the placement drives organized by the college.

The feedback forms utilize a grading scale where A signifies highly efficient, B denotes efficient, C represents satisfactory, and D indicates below satisfaction. After collecting the forms, the institution carefully analyzes the responses. The analysis often reveals that the majority of alumni rate their experiences as either A or B, indicating high levels of satisfaction and efficiency in most areas.

Based on the feedback and suggestions from the alumni, the institution undertakes efforts to enhance the teaching and learning processes. The constructive criticism and positive reinforcement provided by the alumni are invaluable, helping the institution identify strengths and areas needing improvement. This ongoing dialogue ensures that the college continuously evolves and adapts to meet the educational needs and expectations of both current and future students. Through these annual interactions, the institution not only maintains strong ties with its alumni but also leverages their experiences and insights to drive academic excellence and sustainability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*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.*

#### **Response:**

The college upholds the vision of its founder, the late Shri Manoharbai Patel, whose aspiration was to provide education to the economically disadvantaged and marginalized students of East Vidarbha. The college offers programs in arts, commerce, law, and management, with a focus on affordability for the region's poorest students. Despite low fees, the institution is committed to maintaining high-quality infrastructure, which is periodically updated to meet modern standards. The college's core mission is to bring the founder's vision to fruition by delivering exceptional education and ensuring comprehensive student development.

To achieve this, the institution emphasizes the dissemination of contemporary knowledge and encourages research activities on campus. It aims to foster self-employment skills and shape students into responsible, skilled professionals for the future. Various programs are organized through the Training and Placement Cell to enhance students' soft skills and provide practical training. The college also commemorates the birth and death anniversaries of national heroes and saints to instill their values in students.

Regarding the implementation of the National Education Policy (NEP), the college aligns with its parent university's guidelines and is preparing to integrate NEP into its curriculum and operations from the academic session 2024-25.

The college operates with a structured organizational hierarchy to manage its academic and administrative functions. Responsibilities are distributed across several committees, each led by appointed in-charges. This decentralized approach ensures participative management, where resolutions made during College Development Committee (CDC) meetings are communicated through the principal to various committees. These committees then collaborate with their members to implement the tasks assigned to them. Examples of these tasks include organizing test examinations, conducting internal assessments, and evaluating the teaching-learning process.

Strategic planning is carried out by the CDC, in consultation with the principal and senior faculty members. Each academic year begins with the development of a perspective plan and the preparation of an academic calendar aligned with the university's schedule. Various committees are established to manage both academic and administrative responsibilities throughout the year. Department heads are required to present their needs for departmental development, and innovative ideas are welcomed and implemented whenever feasible.

The institution fosters a collaborative environment where academic and administrative tasks are executed

through teamwork. Decisions are made in consultation with the College Development Committee (CDC), and students are involved in various activities as volunteers, taking on assigned duties. Objectives set at the start of the academic session are communicated to the staff, with responsibilities allocated based on faculty expertise. The college promotes a healthy academic atmosphere by encouraging cooperation among faculty members and departments. For instance, the NSS and NCC units collaborate annually on blood donation and tree plantation drives. Being multidisciplinary, the college also organizes interdisciplinary programs and activities to facilitate knowledge sharing, innovation, and faculty empowerment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*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*

#### Response:

**The college operates under the affiliation of R.T.M. Nagpur University, Nagpur, adhering strictly to the regulations set forth by the University Grant Commission (UGC) and the Higher and Technical Education Department of the Government of Maharashtra. This compliance extends to all the institution's administrative and academic undertakings. The curriculum is mandated to follow the guidelines provided by its parent university, R.T.M. Nagpur University. Additionally, the college must abide by the policies and norms established by the UGC and the Higher and Technical Education Department for other operational aspects.**

**Regarding appointments and service rules, the college adheres to the directives of the aforementioned statutory bodies. For instance, before making appointments, the college must obtain sanctions for the posts from the Joint Director of Higher and Technical Education. The recruitment process for teaching and non-teaching staff is conducted with the necessary consultation and approval from these statutory authorities to ensure compliance with established regulations.**

**Each year, the college formulates a strategic plan through the College Development Committee (CDC), which collaborates with senior faculty members. This committee is responsible for**

outlining the institutional perspective plan at the start of each academic year. This plan percolates through IQAC to various committees and cells which finally implement the strategic plan. To ensure comprehensive development, all departmental heads are required to submit their specific needs and plans for their respective departments. Innovative ideas from these submissions are highly valued and implemented to the greatest extent possible, contributing to the institution's continuous improvement.

In summary, the college operates within a structured framework of guidelines and policies set by R.T.M. Nagpur University, the UGC, and the Government of Maharashtra's Higher and Technical Education department. This ensures that all academic and administrative activities are carried out in accordance with established standards. Strategic planning is a collaborative effort involving the College Development Committee and senior teachers, aimed at fostering innovation and addressing the development needs of each department.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

**N.M.D. College of Arts and Commerce in Gondia operates under the affiliation of RTM Nagpur University, Nagpur. As a granted college, it strictly adheres to the guidelines and regulations set forth by its parent university, the University Grants Commission (UGC), and the Higher and Technical Education Department of the Maharashtra Government.**

**The college implements a Performance Based Appraisal System (PBAS) as per the directives of the UGC and RTM Nagpur University. This system evaluates the performance of the teaching staff through a dedicated screening committee. The appraisal report, which is essential for the placement of teaching staff, is carefully reviewed and endorsed by this committee. The screening committee is chaired by the Internal Quality Assurance Cell (IQAC) coordinator and the Principal. Similarly, an appraisal system is in place for non-teaching staff, following the guidelines provided by the UGC and the Maharashtra Government.**

**N.M.D. The college ensures the welfare of its employees by adhering to the welfare measures prescribed by these statutory bodies. Employees are entitled to various types of leave, including medical and maternity leave, according to their needs. The institution also provides reimbursement for medical expenses incurred by both teaching and non-teaching staff, as stipulated by the statutory provisions. The retirement benefits in the form of pension and DCPS (Defined Contribution Pension System) are provided to employees of both teaching and non-teaching staff. These employees also get the benefit of the Group LIC scheme. Clock Hour Basis teachers and members of non-teaching staff are given advance payments as and when required.**

**Additionally, the college has established the Employees' Credit Cooperative Society and**

**Consumers' Cooperative Society.** These societies offer instant loans to staff members, with amounts up to Rs. 150,000 for teaching staff and Rs. 300,000 for non-teaching staff, ensuring financial support when needed.

The institution is committed to the health and hygiene of its employees, providing safe drinking water as a priority. To this end, the college has installed four R.O. water purifiers, benefiting both the staff and students.

In summary, N.M.D. College of Arts and Commerce in Gondia operates within a structured framework set by RTM Nagpur University, UGC, and the Maharashtra Government's Higher and Technical Education department. The college's Performance Based Appraisal System, guided by UGC directives, ensures the thorough evaluation and appropriate placement of its teaching and non-teaching staff. The institution also upholds various welfare measures for its employees, including leave policies and medical expense reimbursement. Financial support is facilitated through the college's cooperative societies, which offer instant loans to staff members. Finally, the health and hygiene of all members are maintained through the provision of safe drinking water with the installation of R.O. water purifiers. This comprehensive approach ensures a supportive and well-regulated environment for both staff and students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 2.86

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	02	00	00	00

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 14.6

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
03	03	08	09	10

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
15	17	17	18	19

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**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)**

#### **Response:**

**The institution receives both salary and non-salary grants from the University Grants Commission (UGC) and the Higher and Technical Education Department of the Government of Maharashtra. These grants are crucial for the college's development, renovation, and periodic upgrades.**

**At the beginning of each academic year, the College Development Committee (CDC) convenes a meeting. This committee includes college management authorities, the principal, and senior members of both the teaching and non-teaching staff. Together, they strategize on fund mobilization in line with the provisions set by the grant-releasing agencies. Once the grants are received, they are utilized optimally to benefit the college.**

**The utilization of these funds is rigorously monitored. Auditors from the Joint Director of Higher and Technical Education and the Accountant General of the Government of Maharashtra periodically review the proper use of funds. The college maintains detailed records of all transactions, which are approved by a Chartered Accountant appointed by the institution. Annual audits are conducted by both internal and external agencies to ensure compliance with applicable norms and regulations.**

**The audit process begins with the college accounts department, which prepares a draft audited statement. This department ensures that all financial matters and transactions align with the relevant regulations. Following this, professional and licensed chartered accountant agencies independently audit these accounts annually. They verify adherence to financial norms and identify any discrepancies.**

**In addition to these annual audits, periodic audits are conducted by government agencies. The**

office of the Joint Director of Higher Education periodically sends teams to physically verify the college's financial undertakings. Similarly, the regional office of the Accountant General of India reviews the audited records and ensures compliance with any identified discrepancies.

Furthermore, the college performs regular audits for specific schemes, grants, and projects. These specialized audits ensure that funds allocated for particular purposes are used appropriately. The audited statements and utilization certificates are regularly submitted to the concerned bodies to maintain transparency and accountability.

In summary, the institution meticulously manages and utilizes the salary and non-salary grants from the UGC and the Government of Maharashtra's Higher and Technical Education department. The College Development Committee plays a pivotal role in strategizing fund mobilization and ensuring the optimal use of grants. Rigorous monitoring by both internal and external auditors, along with periodic government audits, ensures compliance with financial regulations. The college's comprehensive audit process, covering both general finances and specific projects, underscores its commitment to transparency and accountability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### **Response:**

Following the guidelines of the National Accreditation and Assessment Council (NAAC) and the new standards of the Annual Quality Assurance Report (AQAR), the Internal Quality Assurance Cell (IQAC) of the college has taken significant steps to elevate the standard of education. At the beginning of each academic session, the IQAC distributes portfolios, including cells and committees prescribed by the UGC and the government, and prepares the academic calendar. Throughout the year, IQAC encourages and monitors all activities to ensure operational procedures and quality assurance strategies are maintained.

A key quality initiative introduced by the IQAC is the distribution of NAAC's criteria and metrics among the faculty. The total scores for all metrics are proportionately distributed among teachers, and the accomplishment of these metrics is evaluated alongside the Performance Based Appraisal System (PBAS) of the concerned faculty. The data and documents collected through this system are instrumental

in preparing the AQAR and Self-Study Report (SSR).

Students are encouraged to contribute creatively to the college magazine 'PRERANA' with submissions like short stories, science fiction, informative articles, and poems. Additionally, the college organized a web workshop in association with Master Software, Nagpur, training teaching and non-teaching staff to handle academic and administrative activities through specialized software under the guidance of IQAC. The IQAC also facilitated the upgrade of the library by subscribing to e-journals and e-books through the NLIST program.

At the beginning of each academic year, IQAC conducts a meeting to plan teaching-learning processes, structures, methodologies, and operations. Follow-up meetings are held at the end of each session to evaluate learning outcomes. Departments submit data on their strategies and outcomes to the IQAC, which uses this information to prepare the AQAR annually. The IQAC is responsible for adapting teaching-learning processes and operational methods to keep pace with evolving educational practices.

The IQAC has played a pivotal role in organizing seminars and workshops, assigning each department the responsibility to conduct at least one virtual seminar or workshop per semester in their respective fields. Focusing on enhancing the teaching-learning process and reforms, especially after the third cycle and in compliance with peer team recommendations, the IQAC resolved to improve and integrate Information and Communication Technology (ICT) tools in classrooms and laboratories.

Incrementally, modern ICT tools were acquired, transforming traditional classrooms, laboratories, the seminar hall, and the auditorium into smart rooms. Some classrooms have been converted into smart rooms, computer labs have been renovated and equipped with updated computers and accessories, and the library has been fully reformed with new software.

In summary, the IQAC of the college, guided by NAAC and AQAR standards, has implemented various initiatives to enhance educational quality. By strategically distributing NAAC criteria among faculty, facilitating creative student contributions, training staff in new software, and upgrading library resources, the IQAC ensures continuous improvement. Regular planning and evaluation meetings, along with the integration of ICT tools, underscore the college's commitment to maintaining high standards and adapting to the latest educational methodologies.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**

**3. Collaborative quality initiatives with other institution(s)****4. Participation in NIRF and other recognized rankings****5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

The institution is deeply committed to promoting gender equity through a variety of campaigns and programs. A significant initiative in this regard is the installation of sanitary napkin vending machines in the girls' common rooms, ensuring that female students have easy access to essential hygiene products. Each common room is staffed with a lady attendant who is always available to assist and support the girls, thereby fostering a safe and supportive environment.

To address gender-sensitive issues and provide necessary counseling, the college has established the Internal Complaint Committee (ICC). The ICC plays a crucial role in promoting gender equality and supporting female students. One of the innovative initiatives implemented by the ICC and the Board of Students' Development (BSD) is the Learn and Earn scheme. This scheme includes workshops on skills such as Rakhi making, chocolate making, costume designing, and jewelry crafting. These workshops not only empower female students with entrepreneurial skills but also encourage creativity and self-reliance.

The BSD also organizes guest lectures under the theme "My Entrepreneurial Journey," where successful alumni like Mr. Pratik Lalwani and Mr. Neeraj Kayarkar share their experiences and insights. These sessions provide inspiration and practical advice for students aspiring to become entrepreneurs. Additionally, the college organized a visit to the RESETI Training Centre for members of the ICC and BSD. During this visit, students participated in a fifteen-day training program focused on costume and jewelry making. This hands-on experience equipped them with valuable skills and a deeper understanding of the entrepreneurial process.

A cornerstone of the institution's efforts to support female students is the annual Self-Defense Training Program. This program, conducted by experts in the field, offers both physical training and brainstorming sessions. During these sessions, participants discuss various scenarios involving mental and physical harassment, learning effective strategies to handle such situations. The training fosters a supportive environment where girls feel comfortable sharing their views and experiences.

In these sessions, the importance of communication with parents, teachers, and other responsible adults is emphasized. The program educates girls on how a lack of communication can lead to harmful situations and encourages them to seek support from trusted individuals. By promoting open dialogue, the institution helps female students navigate challenging situations without harming themselves.

comprehensive initiatives, the college not only enhances the physical safety and mental well-being of its female students but also empowers them with the skills and confidence to face future challenges. The

institution's commitment to gender equity is evident in its continuous efforts to create a supportive, inclusive, and empowering environment for all students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

**Response:** D. Any 1 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.4

**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)**

**Response:**

*Natwarlal Maniklal Dalal College of Arts and Commerce, situated in the border district of Gondia in Maharashtra, serves a diverse student body hailing from neighboring states Madhya Pradesh and Chhattisgarh. This geographical positioning brings together students of varied socio-cultural and linguistic backgrounds. The college is committed to maintaining an inclusive environment, strictly prohibiting any form of intolerance related to cultural, regional, linguistic, communal, or socio-economic differences.*

*The college celebrates the birth anniversaries of prominent figures such as Shri Manoharbai Patel, Mahatma Gandhi, Dr. Bhimrao Ambedkar, Shri Sarvepalli Radhakrishnan, and Shri Lal Bahadur Shastri with great enthusiasm. These events often include speech competitions focused on national unity and integrity, fostering a sense of communal harmony among students.*

*Promoting cultural diversity and social responsibility, the institution organizes various activities, including blood donation camps and tree plantation drives. On October 31, the birth anniversary of Sardar Vallabhbhai Patel is celebrated as Rashtriya Ekta Diwas, during which both staff and students pledge their commitment to national integration. Additionally, the Grievance Redressal Cell and the Department of Commerce conduct workshops on Consumer Rights Day. Various programs are also held to support the Nasha Mukta Bharat initiative, aiming to create awareness about substance abuse.*

*The college undertakes several initiatives to enhance education, improve the economic conditions of the needy, and foster communal harmony. Observances such as National Minority Rights Day promote respect for cultural, regional, linguistic, and socio-economic diversity. The NCC Unit of the college commemorates Sadbhavna Day, reinforcing the spirit of goodwill and unity. Marathi Bhasha Gaurav Diwas, celebrated by the Marathi department, underscores the importance of regional language and culture.*

*Annual observances like Human Rights Day and programs emphasizing the importance of voting underscore the institution's dedication to democratic values. N.M.D. College actively educates students and staff about constitutional obligations, instilling values, rights, duties, and responsibilities necessary for responsible citizenship. The college encourages student participation in events that promote these civic values.*

*Community engagement is a cornerstone of the college's mission. Various awareness drives, such as blood donation camps, tree plantation initiatives, and road safety campaigns, are regularly conducted. The college's NSS unit plays a pivotal role in these efforts, fostering a spirit of service among students. During the COVID-19 pandemic, the NSS and NCC units were particularly active, providing essential services to the local community, including the distribution of masks, hand sanitizers, and food to those in need.*

*In summary, Natwarlal Maniklal Dalal College of Arts and Commerce in Gondia stands as a beacon of inclusivity and social responsibility, offering a nurturing environment that celebrates diversity, promotes civic values, and engages actively with the local community through various initiatives and programs.*

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

**Best Practice – I: Diksha Arambh**

**Title of the Practice:** Diksha Arambh

**Objective of the Practice:** Diksha Arambh is an induction program designed to facilitate the transition for first-year students into their new academic environment. This program is implemented across various disciplines including BA, BCom, BBA, BCCA, LLB, MBA, and various MA and MCom degrees. The goal is to provide new students with a thorough introduction to their college, familiarizing them with their syllabi and the evolving educational approaches within their courses. By participating in Diksha Arambh, students gain essential insights into their academic surroundings and are better prepared to navigate their educational journey.

**The Context:** The Diksha Arambh program is customized to address the specific needs of different

departments. The Faculty of Arts manages the orientation for BA students, while the Faculty of Commerce oversees the induction for commerce students. Each faculty develops a tailored version of Diksha Arambh to address the diverse backgrounds of their incoming students, whether they come from varied educational or cultural contexts. This tailored approach helps students adapt to the institution's values and expectations, fostering a sense of belonging and community, and aiding in their integration into the academic environment.

**The Practice:** In the BA program, students come from a range of urban and rural backgrounds with varying levels of educational experience and proficiency. Many rural students face challenges with language proficiency, particularly in English, which can impact their understanding of course material and participation in discussions. Similarly, the BBA program includes students from diverse academic backgrounds such as Arts, Commerce, and Science, each with different strengths and weaknesses. Teachers need to recognize and accommodate these differences to effectively communicate course content.

Creating a supportive environment is crucial for helping students feel comfortable and engaged in their studies. Teachers should take time to understand their students' backgrounds, proficiency levels, and specific needs. This understanding enables educators to tailor their teaching methods, making content accessible and engaging for everyone.

Effective teaching involves connecting with students individually, acknowledging their diverse educational needs, and developing strategies to support their learning journeys. Whether this involves providing additional language support, differentiating instruction, or offering resources for various learning styles, these efforts are essential for motivating and reaching students effectively.

An inclusive classroom environment encourages active participation and ownership of learning. When students feel understood and supported, they are more likely to engage with the material, ask questions, and seek help. This, in turn, boosts their academic performance, builds confidence, and fosters a positive attitude toward learning.

In summary, creating a supportive environment is crucial for addressing diverse student needs. Teachers must be dedicated to understanding and meeting these needs to foster an effective learning environment. This holistic approach helps students overcome barriers, achieve their academic goals, and integrate into the academic community, creating a thriving educational atmosphere.

**Evidence of Success:** Diksha Arambh starts with department heads explaining the objectives of the program and providing students with an overview of what to expect. Faculty members then discuss the program's benefits and its role in supporting students' academic and personal growth. The principal concludes the event with an inspiring address, emphasizing the significance of this new academic chapter and motivating students to make the most of their opportunities.

Throughout the event, students meet the head of the institution and their future teachers, which helps build familiarity and comfort. By the end of the program, students feel more at ease and confident, promoting open communication and support. This smooth transition is critical for helping students adapt to their new academic setting.

**Problems Encountered and Resources Required:** New students often feel uncertain about their program choice and may seek guidance or consider switching programs. Faculty members must act as

effective counselors, listening to students' concerns, offering advice, and helping them navigate their academic decisions. Providing this support is essential for helping students feel confident and secure in their choices.

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## **Best Practice – II: Online Monitoring**

**Title of the Practice:** Online Monitoring

**Objective of the Practice:** The online monitoring system ensures daily tracking of teaching and learning activities within the college. An established committee oversees and documents both online and offline classes, enhancing transparency and efficiency. This systematic approach helps manage and review academic activities effectively.

**The Context:** Online monitoring was introduced during the Covid-19 pandemic when teachers were required to log data for online classes daily to maintain consistency and transparency. The practice proved effective and continued even after the resumption of in-person classes. It offers benefits such as streamlined access to class records, detailed information on topics covered, and student attendance data, supporting faculty in administrative tasks and improving overall educational quality.

**The Practice of Online Monitoring:** At the start of each academic session, the college administration creates a detailed timetable for various faculties and programs, which is shared with teachers to guide class timings and workload expectations. Teachers adhere to this schedule, ensuring timely and efficient class delivery.

The online monitoring system, which began during the pandemic, requires teachers to document class activities and upload them to a central platform, typically Google Forms. This standardized approach ensures consistent and transparent data collection.

The online monitoring committee oversees the submission of class reports, promoting accountability and transparency. Clear guidelines for data submission ensure accurate and comprehensive record-keeping. The use of digital tools like Google Forms has streamlined data collection, minimizing errors and supporting performance evaluation and quality assurance.

Online monitoring serves as a proactive measure to maintain effective and accountable teaching and learning processes. By leveraging digital tools and fostering transparency, the college upholds high standards of academic excellence and student engagement.

**Evidence of Success:** The online monitoring system has successfully maintained daily records, with accurate and consistent updates. The requirement for daily uploads via Google Forms has enhanced faculty accountability and encouraged punctuality and engagement. Both faculty and students are motivated by the clear expectation of performance scrutiny, leading to a higher standard of education and active participation.

**Problems Encountered and Resources Required:** Some faculty members experienced challenges with technology, such as difficulties accessing Google Forms or using outdated devices. These issues were often resolved with help from tech-savvy colleagues, fostering a collaborative work environment. This support ensured that all faculty members could successfully upload their data, addressing technical barriers and enhancing overall functionality.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

The Agro Exhibition organized by the institution every year is one area distinctive to its priority and thrust. Our institution reflects its commitment to social service and national development through education and such co curricular activities. Recognizing the significant role that educational institutions play in fostering community growth, our college organizes this annual exhibition to provide local farmers with a platform to showcase their skills and products directly to the community. This event not only promotes public and student engagement but also highlights the agricultural achievements unique to our region and honors the contributions of local farmers, particularly in the realm of organic agro-products and crops.

Held every year on February 9th, the Agro Exhibition coincides with the birth anniversary of the late Manoharbai Patel, the founding father of Gondia Education Society. Patel's vision was to make affordable education accessible to the poorest in the East Vidarbha region. His legacy is celebrated through this event, which attracts national-level politicians and film stars to Gondia, significantly amplifying the exhibition's reach and impact as thousands gather to partake in the festivities and explore the exhibition.

On this notable day, Shri Praful Patel, Manoharbai Patel's son, who serves as a member of Rajya Sabha, hosts a Gold Medal Distribution Ceremony to honor the district's meritorious students. Shri Praful Patel, also a patron of Gondia Education Society, invites distinguished national figures and celebrities from various fields, including show business, to inspire and motivate the region's students to strive for excellence. This prestigious gathering draws a large crowd, providing a substantial platform for local farmers to exhibit their agricultural products.

Natwarlal Maniklal Dalal College of Arts and Commerce is located in Gondia district also known as Rice City due to a large number of rice mills in the city. Thus the Agro Exhibition, initially conceived as a community service initiative by the college, has evolved into a highly anticipated and

celebrated event. It serves multiple purposes: it offers farmers the opportunity to display their products, involves the community and students in meaningful interactions, and showcases the unique agricultural accomplishments of our locality. Additionally, the exhibition serves as a venue for recognizing and celebrating the hard work and innovation of our local farmers, particularly in the field of organic agriculture.

The involvement of high-profile guests, including politicians and celebrities, significantly enhances the visibility and prestige of the event. Their presence not only draws large crowds but also brings national attention to the agricultural prowess and potential of our region. This confluence of local talent and national recognition underscores the importance of agriculture in our community and highlights the college's role in promoting and supporting this vital sector.

The organization of the Agro Exhibition requires meticulous planning and collaboration among various stakeholders, including the college administration, local farmers, students, and the broader community. Each year, efforts are made to ensure that the event is inclusive, engaging, and informative. Farmers are encouraged to present their best products, share their knowledge, and connect with consumers directly. This direct interaction fosters a deeper appreciation of the agricultural process and the hard work that goes into producing high-quality organic crops and products.

In addition to the exhibition of products, the event features a series of activities designed to educate and entertain attendees. Workshops and seminars on sustainable farming practices, organic agriculture, and innovative farming techniques are conducted by experts in the field. These sessions provide valuable insights and practical knowledge that farmers can apply to improve their practices and increase their productivity. Students, too, benefit from these educational sessions, gaining a better understanding of the agricultural industry and its significance to the local economy.

Overall, the Agro Exhibition has become a signature event for our institution, embodying its mission to serve the community and promote sustainable development. It brings together farmers, students, community members, and national figures in a celebration of agriculture and education. The success of the event reflects the collective efforts of all involved and highlights the potential for similar initiatives to make a positive impact on local communities.

As we look to the future, we remain committed to enhancing the Agro Exhibition, exploring new ways to support our farmers, engage our students, and celebrate the unique agricultural heritage of our region. Through continued collaboration and innovation, we aim to make the exhibition an even more significant and impactful event, contributing to the growth and prosperity of our community for years to come.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Over the past several years, our college has shown a steadfast commitment to improving its educational quality and institutional effectiveness. This dedication is evident from the grades awarded by the National Assessment and Accreditation Council (NAAC), which are B+, B, and B in the last three assessment cycles. Each cycle has provided us with valuable feedback and clear guidance for enhancement. We have diligently worked to address the recommendations from the NAAC Peer Team, reflecting our continuous drive to refine every aspect of our operations.

Our efforts have been particularly focused on advancing our curricular, co-curricular, extra-curricular, and administrative activities. This holistic approach has not only contributed to our institutional growth but has also elevated our standing within the academic community. Over the past five years, our college has achieved several significant milestones. Notably, we have been honored as a Mentor Institution under the PARISSPARSH Scheme, launched by the Internal Quality Assurance Cell of R.T.M. Nagpur University. This scheme is designed to assist colleges new to the accreditation process by providing guidance from institutions experienced in multiple accreditation cycles. Our role as a Mentor Institution highlights our expertise and positions us as a key player in enhancing higher education quality.

Additionally, our college has been recognized as a Centre for Higher Learning and Research, which emphasizes our role in advancing academic research. We oversee doctoral research and are currently in the process of renewing this esteemed recognition, underscoring our ongoing commitment to supporting advanced academic endeavors.

Our adaptability has been a cornerstone of our strategy, especially evident during the COVID-19 pandemic and subsequent lockdowns. We swiftly transitioned to an entirely online teaching model, thanks to our robust infrastructure and updated resources, ensuring uninterrupted, high-quality education.

Beyond academics, our college has hosted a diverse range of activities, including extra-curricular events, social outreach programs, and national-level seminars and workshops. We have organized Faculty Development Programmes, Administrative Training Programmes, and skill-based training sessions to enhance staff capabilities and provide students with varied learning opportunities. These initiatives contribute to a comprehensive educational experience, fostering both academic and personal growth.

### **Concluding Remarks :**

The college, committed to delivering high-quality education in the fields of Arts, Commerce, Management, and Law to economically disadvantaged and marginalized students in Maharashtra's underdeveloped areas, has achieved notable success in its mission. By adhering to a decentralized and democratic governance model, the institution ensures that both staff and students are actively involved in every facet of academic and administrative processes. This inclusive approach fosters a collaborative environment where diverse perspectives contribute to the college's development and success.

The college boasts state-of-the-art infrastructure and modern ICT equipment, providing students with access to the latest technological advancements and resources. This is complemented by a team of highly qualified and experienced faculty members who bring both expertise and dedication to their teaching roles. In addition, the administrative and support staff play a crucial role in maintaining the efficient functioning of the institution, ensuring that students receive the necessary support for their academic and personal growth. The campus itself is designed to be eco-friendly, reflecting the institution's commitment to sustainability and environmental stewardship.

Beyond academic excellence, the college places a strong emphasis on holistic student development. It regularly organizes programs focused on ecological awareness, gender sensitivity, social equity, human values, and professional ethics. These initiatives are aimed at cultivating responsible citizenship among students while also enhancing their employability. By incorporating soft skills training and skill-enhancing programs into the curriculum, the college ensures that graduates are well-prepared to face the challenges of the contemporary world.

With a legacy spanning over six decades, the college has established a rich history of educational achievement and community impact. Its dedication to quality education, coupled with its focus on personal and professional development, has positioned it as a beacon of opportunity for students in one of Maharashtra's most underserved regions of East Vidarbha.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :11</p> <p>Remark : As per documents provided by HEI, excluding multiple counting of the same course during the assessment period, thus DVV input is recommended.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>474</td> <td>836</td> <td>685</td> <td>719</td> <td>425</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>577</td> <td>865</td> <td>685</td> <td>738</td> <td>425</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI and changes made according to the above related metric id 1.2.1 and data for the students enrolled to be considered, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	474	836	685	719	425	2023-24	2022-23	2021-22	2020-21	2019-20	577	865	685	738	425
2023-24	2022-23	2021-22	2020-21	2019-20																	
474	836	685	719	425																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
577	865	685	738	425																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 536</p> <p>Answer after DVV Verification: 412</p> <p>Remark : As per documents provided by HEI, and One student involved in multiple field works and/or project work and/or internship in the same academic session should be counted as one, thus DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to</b></p>																				

be considered)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1218	1372	1322	1224	1157

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1199	1347	1316	1182	1142

**2.1.1.2. Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1720	1720	1720	1720	1720

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1720	1720	1720	1720	1720

Remark : As per revised documents provided by HEI, number of students admitted total as well as program wise should not be more than number seats sanctioned, thus DVV input is recommended.

2.1.2

***Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years***

**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
860	860	860	860	860

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
584	618	648	578	573

**2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
860	860	860	860	860

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
860	860	860	860	860

Remark : As per revised documents provided by HEI, number of students admitted total as well as categories wise should not be more than number seats earmarked, As more seats be considered as GENERAL merit, thus DVV input is recommended.

**2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**

**2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
30	29	27	29	29

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
27	27	25	27	27

Remark : As per revised documents provided by HEI, and excluding physical education director, librarian, thus DVV input is recommended.

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
22	21	27	27	23

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
17	11	7	4	11

Remark : As per document received from HEI and calendar year publication in the current UGC CARE with ISSN only to be considered, thus DVV input is recommended.

**3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
11	09	04	06	03

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	6	5	6	1

Remark : As per document received from HEI and calendar year publication with ISBN only to be considered, thus DVV input is recommended.

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.****3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
12	07	05	06	05

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	4	4	5	4

Remark : As per documents provided by HEI, and excluding days celebration and awareness program on generic themes, thus DVV input is recommended.

**3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.**

Answer before DVV Verification :

Answer After DVV Verification :7

Remark : As per documents provided by HEI and MoU done during the assessment period which full fills the intent of the metric only to be considered, Thus DVV input recommended.

**4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years****4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary**

**year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1.85	8.69	1.2600	0.3588	3.1919

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8.82	8.69	3.60	21.19	10.39

Remark : As per revised documents provided by HEI, and infrastructure development and augmentation excluding salary to be considered, thus DVV input is recommended.

4.4.1 ***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

4.4.1.1 ***Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)***

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3.045	3.992	2.63	3.3342	2.58

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13.95	12.45	10.96	11.29	16.41

Remark : As per revised documents provided by HEI, and expenditure incurred on maintenance of physical facilities and academic support facilities to be considered, thus DVV input is recommended

5.1.1 ***Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years***

5.1.1.1 ***Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years***

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1210	1370	1383	1221	1112

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1170	1370	1381	1221	1112

Remark : As per documents provided by HEI, and non-government scholarships are not reflected in the audit statement, thus DVV input is recommended.

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

1. ***Soft skills***
2. ***Language and communication skills***
3. ***Life skills (Yoga, physical fitness, health and hygiene)***
4. ***ICT/computing skills***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per documents provided by HEI, programmes should be conducted periodically during the assessment period, thus DVV input is recommended.

5.1.3 **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
892	480	754	270	200

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
892	480	794	270	136

Remark : As per documents provided by the HEI, thus DVV input is recommended.

5.2.1 **Percentage of placement of outgoing students and students progressing to higher education during the last five years**

5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
88	219	214	126	72

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
20	15	19	0	0

**5.2.1.2. Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
539	532	947	738	492

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
540	533	946	741	586

Remark : As per documents provided by the HEI, and values for the metric id - 5.2.1.1 be according to the number of proofs provided for the students placed and progressed and values for the metric id 5.2.1.2 be same as the values for 2.6.3.1, thus DVV input is recommend.

**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 last five years**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
16	00	00	00	14

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	00	00	00	3

Remark : As per qualifying certificates provided, thus DVV input is recommended.

**5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

04	05	14	05	12
----	----	----	----	----

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
02	06	07	05	03

Remark : As per documents provided by HEI, and Events cannot be split into activities, thus DVV input is recommended.

**6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

**6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
03	04	09	16	15

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
03	03	08	09	10

**6.3.3.2. Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	17	17	18	19

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
15	17	17	18	19

Remark : As per documents provided by the HEI and less than 5 days FDP should not be considered, thus DVV input is recommended.

**6.5.2 Quality assurance initiatives of the institution include:**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**

4. **Participation in NIRF and other recognized rankings**  
 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per documents provided by HEI for the option 3 and 5, thus DVV input is recommended.

7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : As per documents provided by HEI, DVV input is recommended.

## 2. Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 30            Answer after DVV Verification : 32</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>30</td> <td>28</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>28</td> <td>26</td> <td>30</td> <td>28</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	31	30	28	30	30	2023-24	2022-23	2021-22	2020-21	2019-20	28	28	26	30	28
2023-24	2022-23	2021-22	2020-21	2019-20																	
31	30	28	30	30																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
28	28	26	30	28																	