

G. S. College of Commerce & Economics, Nagpur



Re-Accreditation (Third Cycle) Self-Study Report: 2015

Submitted to

National Assessment and Accreditation Council [NAAC]

Bangalore

Shiksha Mandal, Wardha's



G. S. College of Commerce & Economics

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CONTENTS

Sr. No.	Contents	Page No.
1)	NAAC Steering Committee	5
2)	Preface	6
3)	About the College	7-8
4)	Executive Summary	9-28
4 A)	SWOC Analysis	29-32
5 A)	Profile of the Institution	33-46
5 B)	Criteria wise Inputs	
	<i>Criterion I : Curricular Aspects</i>	47-82
1.1	Curriculum Planning and Implementation	47-61
1.2	Academic Flexibility	61-72
1.3	Curriculum Enrichment	72-79
1.4	Feedback System	79-82
	<i>Criterion II : Teaching Learning and Evaluation</i>	83-140
2.1	Students Enrolment and Profile	83-92
2.2	Catering to Students Diversity	92-97
2.3	Teaching-learning Process	97-115
2.4	Teacher Quality	115-123
2.5	Evaluation Process and Reform	123-129
2.6	Student performance and Learning Outcomes	129-140
	<i>Criterion III : Research, Consultancy and Extension</i>	141-192
3.1	Promotion of Research	141-151
3.2	Resource Mobilization for Research	151-155

Sr. No.	Contents	Page No.
3.3	Research Facilities	155-157
3.4	Research Publications and Awards	157-162
3.5	Consultancy	162-166
3.6	Extension Activities and Institutional Social Responsibility (ISR)	166-184
3.7	Collaboration	184-192
	<i>Criterion IV : Infrastructure and Learning Resources</i>	193-219
4.1	Physical facilities	193-201
4.2	Library as a Learning Resource	201-208
4.3	IT Infrastructure	208-213
4.4	Maintenance of Campus Facilities	213-219
	<i>Criterion V : Student Support and Progression</i>	220-253
5.1	Student Mentoring and Support	220-234
5.2	Student Progression	235-238
5.3	Student Participation	238-253
	<i>Criterion VI : Governance, Leadership and Management</i>	254-293
6.1	Institutional Vision and Leadership	254-266
6.2	Strategy Development and Deployment	266-274
6.3	Faculty Empowerment Strategies	274-278
6.4	Financial Management and Resource Mobilization	278-282
6.5	Internal Quality Assurance System (IQAS)	283-293
	<i>Criterion VII : Innovations and Best Practices</i>	294-317
7.1	Environment Consciousness	294-298
7.2	Innovations	298-306

Sr. No.	Contents	Page No.
	7.3 Best Practices	307-317
5 C)	Evaluative Reports of Departments	318-372
	1. B.Com./ M.Com (Grant-in- Aid)	318-334
	2. B.Com. (Self-financing)	335-343
	3. B.Com. (Computer Applications) (Self-financing)	344-353
	4. B.B.A.(Self-financing)	354-361
	5. M.B.A.(Self-financing)	362-372
6)	Post-Accreditation Initiatives	373-378
7)	Declaration by Head of the Institution	379
8)	Compliance Certificate for assessment and accreditation	380
9)	Annexures:	381-393
	1. Approval of Courses of Affiliating University	381
	• B.Com/M.Com - Annexure 1-A	
	• Self-financing Courses: (B.Com. B.Com.(C.A)/B.B.A./M.B.A.) Annexure 1-B	382
	2. UGC Letter for 2(f) / 12 B Annexure-2	383
	3. Approval of AICTE Annexure-3	384
	4. Certificate of Minority Status Annexure-4	385
	5. Certificate of Accreditation Annexure-5	386
	6. Certificate of Re-Accreditation Annexure-6	387
	7. College Layout Plan / Hostel Plan Annexure-7	388
	8. M.B.A. New Building Plan Annexure-8-A/B	389-90
	9. College Library Layout Annexure-9	391
	10. College Playground plan Annexure-10	392
	11. AICHE Portal Uploading Annexure-11	393
10)	Abbreviations	394-396

G.S. College of Commerce & Economics, Nagpur

NAAC Steering Committee

Sr. No.	Name	Designation
1.	Prof. S.S.Kathaley	Coordinator
2.	Dr. P.M.Paradkar	Member
3.	Dr. V.D. Nagdive	Member
4.	Dr. S.D. Morey	Member
5.	Prof. R. J. Arora	Member
6.	Prof. M.V. Purohit	Member
7.	Prof. G. Ramesh	Member
8.	Prof. P.J.Yadao	Member
9.	Dr. O. Talib	Member
10.	Shri. A. S. Gadekar	Member

PREFACE

It is with great pleasure and privilege that we wish to submit the Re-Accreditation Report (RAR)/SSR of G.S. College of Commerce & Economics, Nagpur, to National Assessment & Accreditation Council (NAAC), Bangalore, for Reaccreditation (Third Cycle) following the LOI sent earlier.

This exercise of preparing the RAR has provided us with an opportunity to take stock of the institutional growth and progress, both qualitatively and quantitatively. We are happy to state that not only most of the recommendations made by the NAAC Peer team during last accreditation in 2009-10 (Second Cycle) have been complied with, but also new initiatives have been taken for quality enhancement and sustenance. Our systematic and untiring efforts have also begun to yield good dividends that further provide us the impetus to march ahead in our quest for Quality.

During the post-accreditation period, the Internal Quality Assurance Cell (IQAC) has been very active and instrumental in raising the bar. IQAC has initiated diverse quality enhancing measures for optimum all-round development of the college. As a result of this, the college has been showing an upward trend in almost all spheres. The outstanding performances of our students in all curricular, co- and extra-curricular activities including sports and extension stand as testimony to our efforts for achieving excellence. Most importantly, the IQAC has succeeded in creating quality consciousness among all stake-holders and enthused one and all for setting new quality benchmarks, both individually and collectively.

This RAR has tried to catch in letter this spirit while reflecting the IQAC's vision for a still better tomorrow. The RAR also reflects the untiring and cumulative efforts of the Steering Committee members and the entire college community. I wholeheartedly appreciate everybody who contributed to the making of RAR under the leadership of our IQAC Coordinator. I also put on record my sincerest appreciation and gratitude for all those Principals in the city who obliged us with their colleges' data for some of the entries in the RAR.

I also take this opportunity to express our sincere gratitude to our parent management Shiksha Mandal, which has recently been awarded by the RTM Nagpur University as the "*Ideal Educational Institute*" for 2014-15, for their constant support and encouragement for our quality pursuits.

Lastly, we express our thanks to NAAC for initiating us all into Quality insights. We have tried our best to translate these insights into real time activities and have reasons to believe that we are indeed worthy of being assessed and accredited by the top agency. We are also hoping to better our existing B (CGPA: 2.87) grade. We look forward to receiving a visit by the Peer Team at the earliest.

Dr. N.Y.Khandait
Principal

ABOUT G. S. COLLEGE OF COMMERCE & ECONOMICS, NAGPUR

G. S. College of Commerce & Economics, Nagpur, was established in 1945 by Shiksha Mandal, Wardha, exclusively for Commerce education. Being the first Commerce College in the city, and only the second in the whole of Nagpur University after G. S. College, Wardha, it became a pioneer in Commerce education in the then C.P. & Berar Province since its very inception. Since then the college has never looked back and while delivering one stellar performance after another, has now carved a niche for itself as a premier commerce college in Central India living true to its logo of *“Udyoginam Purushsinham Urpeti Laxmi”* (“Industrious and lion-hearted men generate wealth”). We are a co-ed Linguistic (Hindi) Minority Institution.

Shiksha Mandal, Wardha, which manages G. S. College of Commerce & Economics, Nagpur, is itself steeped in history. Founded in 1914 by Shri Jamanalal Bajaj, whom Gandhiji regarded as his fifth son, and Shri Shrikrishnadas Jajoo, a fellow Gandhian, Shiksha Mandal has always stuck to its idealistic stance of imparting quality education to Indians at an affordable cost. Owing to its proximity with Gandhiji, Shiksha Mandal also associated itself in the freedom struggle and actively participated in the ‘Quit India’ Movement. Nationalism, Gandhian principles and values still form the mainstay of Shiksha Mandal’s existence. Now running over seven colleges in diverse disciplines, Shiksha Mandal celebrated its centenary in 2014 in the august presence of the Hon’ble President of India Shri Pranab Mukherjee, the Governor of Maharashtra, Ch. Vidyasagar Rao, the Chief Minister of Maharashtra, Shri Devendra Fadnis and the Union Minister for Highways Shri Nitin Gadkari, who happens to be our alumnus, and Shri Rahul Bajaj, Chairman and MD of Bajaj Auto Ltd. and also the President of Shiksha Mandal, Wardha, among other luminaries. Shiksha Mandal’s contribution to the cause of education has also been acknowledged by the RTM Nagpur University as it conferred Shiksha Mandal with its inaugural “Ideal Educational Institute Award” for the year 2014-15.

G. S. College of Commerce & Economics, Nagpur, in its 71st year now, is marching ahead with its own set of standards vis-à-vis the commerce and management education. Though traditional in approach, it has effected a perfect balance with modernity and, without losing sight of its primary objectives and goals, has continued to grow and develop in consonance with the demands of new times. It started with B.Com. and added over the years other UG/ PG programmes of M. Com., M. Phil., M.B.A., D.B.M., B.Com (Computer Application) and B.B.A., in that order, along with several other complementary value-addition diploma/certificate courses as per the demands of students. Now, M.Phil and D.B.M. courses have been discontinued since they have lost their demand but new add-on courses have replaced them ensuring that the students get to study as many courses as possible under one roof. Today, the college caters to the need of over 2500 students who are getting the best of the facilities and quality instruction from over 50 well-qualified teachers, who through judicious blend of traditional and innovative teaching methods are ensuring that our

students emerge as not only academically competent, but also professionally sound and ready to serve the society in various positions.

The number of merit positions in all courses, the trophies won in all sorts of co-curricular and extra-curricular activities, growing number of visiting companies for campus recruitment and significant placements all point to the fact that the college is well on its way to achieve the targets that it has set for itself and is also in a position to set new ones as has been recently done by our management which has announced its agenda for the next 100 years in the form of 100% results with 100% first division, 100% placements and impeccable character of our students through the conscious cultivation of national, social, ethical and moral values.

Good governance, visionary leadership and constant support provided by our management, under the dynamic leadership of Shri Rahul Bajaj, have enabled us teachers to strengthen our systems for optimum output in all areas. The process of growth and development is unending and as continuous as the quest for perfection. We, too, at G.S. College, Nagpur, have long been the active participants in the quests for academic excellence and all-round perfection. Novelty and innovations have thus become an order of the day for us, as we regularly start new ventures and activities for the all-round development of our students and thereby for the achievements of the college/management objectives.

We are happy to share that the combined efforts of Shiksha Mandal and G.S. college of Commerce & Economics, Nagpur, have resulted in producing a rich crop of illustrious alumni who are occupying key positions in society and serving the nation. Those who stand out in the list are many which include Union and State Ministers like Shri Nitin Gadkari and Shri Banawarilal Purohit, entrepreneurs like Shri Ramesh Chandak of KEC international and Shri Jimmy Rana of the Dinshaw's, professionals like Shri Nilesh Sathe of LIC Nomura, Harish Salve, former Solicitor General of India, Shri Sunil Manohar, former Advocate General of Maharashtra, Shri Jaydeep Shah, a renowned CA and former President of ICAI among others. The list is endless. Suffice to say that a large number of CA's, Company Secretaries, Judges/Lawyers, and Professors in this part of the world are our students. We are also proud to share that the college has given as many five Vice-Chancellors to the Nagpur University!

Over a period of seven decades, G.S. College of Commerce & Economics, Nagpur, has indeed espoused a definite culture and tradition with the support and cooperation from all its patrons and stakeholders. The present G.S. set-up whereas upholds this legacy, it also wants to add to it by scaling new heights and reaching new benchmarks, but not as achievements.

Here, at G.S. College and Shiksha Mandal, we believe that educational excellence is not an achievement but responsibility.

Dr. N. Y. Khandait
Principal

EXECUTIVE SUMMARY

The preparation of this RAR has been a self-rewarding experience for all of us since it took us into the very heart of the self-assessment process and compelled us to look within. Suddenly, we had to adopt two different perspectives of both the insiders and the outsiders and also those of the assesseees and assessors. As we entered the data in the prescribed format, all the core values that NAAC has identified for the Higher Education Institutes (HEIs) viz. *Contributing to National Development, Fostering Global Competencies among Students, Inculcating a Value System among Students, Promoting the Use of Technology* and *Quest for Excellence* kept on reminding us not only about our frame of reference but also our performance vis-à-vis those values. After completing the exercise of compiling all the details and preparing the RAR/SSR, we are now of the view that we are on the same page as NAAC, as all the key aspects in all the criteria have been well-addressed by the institution. So, from both the insider and outsider perspectives, G. S. College of Commerce & Economics, Nagpur, indeed passes all the tests of self-assessment as can be gauged from the following executive summary.

The Executive Summary of all the criterion-wise inputs covering the key aspects is as under:

1. CURRICULAR ASPECTS

G.S. College of Commerce and Economics, Nagpur, upholds the motto of “Industrious and lion-hearted men generate wealth” in realization of its vision of creating high-quality professionals, entrepreneurs and leaders of tomorrow who shall contribute to society by generation of wealth through their enterprises. The college is truly committed to this vision and well on course of achieving its mission objectives. The vision and mission of our college also reflect NAAC’s core values and act as guiding principles for enhancing the quality of teaching-learning, promotion of research, developing infrastructure and student support services.

(A)Curricular Planning and Implementation:

The college presently conducts three UG programmes of B.Com.(Grant-in-aid), B.Com. (Self-financing), B.Com.(Computer Application/Self-financing) and B.B.A. (Self-financing) and two PG programmes of M.Com. (Grant-in-aid) & M.B.A.(Self-financing). As the college is affiliated to RTM Nagpur University, it adopts the curriculum prescribed by the University which caters to the regional, national and global needs. Our teachers contribute to designing university syllabi by making suggestions wherever necessary on the basis of feedback received from students and employers. Our faculty is also very much adept and actively involved in drafting syllabi. Recently, our teachers drafted the syllabus of M.B.A. (Rural Management) and submitted it to the University for approval. The college faculty also drafted the syllabus of B. Voc. (Finance & Accountancy) and sent it to the UGC for approval.

Later, after the merging of B.Voc. with DD KAUSHAL, the syllabus was re-sent to the UGC along with the entire proposal. We have also designed new B.Com. (Hons), B.Com.(Accountancy & Finance), B.Com.(Computer Applications), B.B.A., M.Com. and M.B.A. syllabi for our proposed autonomy. Our teachers have also designed the syllabi of some of the add-on courses conducted in the college.

Whenever there is an introduction of a new syllabus or a subject, the university generally conducts an orientation course. At the college level, HODs and senior teachers conduct in-house orientation sessions for new teachers.

Effective curriculum transaction begins with the timely and judicious allocation of subjects to teachers before the beginning of the session and the classes start in full swing from the first day of the session. Teaching plans, syllabus and other details are communicated to students at the beginning itself. For the effective transaction of syllabi, our teachers try to be as innovative as possible. A highly dedicated team of qualified teachers through the use of conventional and innovative as well as ICT-enabled teaching-learning methods have indeed redefined T/L activity to make it more student-centric and therefore more effective. Novel methods like power-point presentations, classroom seminars, case studies, group discussions, role plays, educational videos and films and documentaries on renowned personalities, educational software, telecast of Budgets etc. are now our regular regimen.

A periodic review of the completed syllabus is taken by HOD's/Principal through the monitoring of academic diaries that all teachers are required to maintain. Teachers also check the fruitful progress of syllabus through various testing and evaluation strategies like unit tests, home assignments, term examinations, class-room seminars, etc. and the reports are filed with the Examination Committee for Internal assessment.

(B) Academic Flexibility:

The college has to transact the prescribed university curriculum, which does not offer horizontal mobility. However, students enrolled for Commerce courses can concurrently pursue Chartered Accountant and Company Secretary courses conducted by ICAI and ICSI respectively. We have a sizable number of students pursuing these courses. In order to initiate students into these courses, the college also offers guidance programmes for CA-CPT and CS-Foundation.

In addition, the college has introduced a number of value-addition courses which not only serve the purpose of curriculum enrichment and provide horizontal mobility, but also develop students' competencies in terms of skills and employability. The range of this programmes include Cambridge English's Business English Certificate (BEC), English Proficiency Course (EPC), Short Term Course in Business English, Creative Writing Skills in Hindi, NET/SET & Competitive Examination Guidance and other Computer Courses. We have also tied up with TCS for BPS, with NSE for NCFM, with MKCL for PFM and with Tally Education for Computerized Accountancy. In 2015-16 we also joined the Digital India Campaign and are spreading computer literacy beyond our regular computer courses.

(C) Curriculum Enrichment:

All these value-addition courses are meant to be complementary to the main courses and offer huge enrichment to the curriculum. We constantly strive to give something extra to our students in order to enhance their academic standards and employability. Recently, for example, we launched a skill up-gradation network called GS-SUN. It is a network of our CA alumni who offer internships to our students. It is our definite step to expose the students to corporate culture. We have also tied up with the local industry for internships and placements of students.

The theoretical aspect of learning is further complemented by practical applicability through field and industrial visits, research surveys, project work and assignments, case studies, financial news analysis, chart and model making. We also organize some commerce-specific events like 'GS-COMNEXT' which offers a platform to the college and city students to discuss the latest in the world of commerce and industry, and 'TECH-PRO' which is an inter-college project presentation competition for B.Com (C.A.) students. In order to develop students' awareness about the latest in the Indian Economy, we also organize 'Commerce Exhibition.'

The enrichment is also ensured through the meaningful conduct of various extra-curricular activities for the fullest possible development of students who are initiated into the issues of gender sensitization, environment, global upheavals etc. and are trained to cope up with them.

The college has constituted a number of dedicated cells, committees and units for the realization for intended objectives of inculcating moral and ethical values, employment and life skills, human rights, community orientation and extension activities etc. These cells/committees chalk out their programmes for the session. More than 30 different committees and cells conduct on an average 100 activities throughout the session.

All the enrichment programmes are closely monitored and evaluated from time to time by the coordinators and Principal.

(D) Feedback System:

Quality in various aspects of institute is constantly monitored by IQAC through evaluation, interactions and feedback from various stakeholders. A strong feedback mechanism is in place to ensure filling of gaps. Feedback is obtained from students, parents, industry, alumni etc. through specially designed formats. The collected feedback is analyzed by a specially constituted Committee and suggestions are taken into account for framing new policies. This has facilitated necessary changes in curriculum, innovations, infrastructural development etc.

2. TEACHING-LEARNING AND EVALUATION

Teaching, Learning and Evaluation activities form the very core of every Higher Education Institute. To streamline and enrich these aspects, the college meticulously plans various measures to achieve the desired objectives of qualitative and innovative teaching-learning through the use of appropriate T/L methodologies supplemented by

meaningful co-curricular activities for the productive transaction of syllabus, and absolutely transparent evaluation mechanism. Since students and teachers are the integral part of the equation, the college also puts premium on quality of teachers and students and offers every possible opportunity to both for continuous growth and development.

(A) Student Enrolment and Profile:

All admissions in the college are on merit and as per the rules prescribed by the University/AICTE/Government of Maharashtra. The college has streamlined its entire admission mechanism which is made known to students through Prospectus, notices/press releases in important dailies, college website etc. Being a Hindi Linguistic Minority institute, we follow the rules laid by the Department of Minority Development and reserve 50% seats (51% in self-financing courses) for the Hindi speaking minority students domiciled in the state of Maharashtra. We also follow reservation policy for students from the SC/ST/VJNT/OBC-SBC categories.

Being a premier commerce college in the region, and the only institution to offer instruction in English, Hindi and Marathi medium, the college attracts a large number of students both from the city and the region including the adjoining states of Chattisgarh and Madhya Pradesh. Students from diverse socio-economic backgrounds, religions and cultures are admitted to various courses after proper counselling by teachers and course-coordinators. Details like Minority/ non-minority admissions, gender-wise/caste-wise admissions, cut-offs, minimum and maximum % at entry level are scrutinized by the Principal/Management for further action.

It is to be noted that we get students from almost all the sections of society and our student profile indeed reflects the national commitment to diversity and inclusion though sometimes we have to compromise on quality of intake and admit students with lower % to fill the quotas.

(B) Catering to Student Diversity:

The Admission Committee classifies the admitted students into various categories like advanced and poor learners and students from non-Commerce backgrounds. According to this classification, students are offered bridge courses, remedial courses and various value-addition/enrichment programmes.

The college has constituted a special ‘Student Quality Assurance Cell’ for students of various capacities and abilities. For students from non-Commerce background, the Cell conducts Bridge Courses, while for poor learners there are Remedial Courses. For advanced learners or those who want to have something extra, there are a variety of add-on courses.

Admissions are also open to differently-abled students.

Similarly, owing to financial support in the form of scholarships/freeships from Government and need-cum-merit based financial assistance from Shiksha Mandal, academic support through bridge/ remedial courses, and mentoring by teachers, the students from disadvantaged sections are at the minimum risk of drop-out.

(C) Teaching-Learning Process:

Learning is the most important factor in education system and students are at its focal point. In order to make T/L activity more purposeful and productive, the teachers prepare their teaching plans and submit the same to HOD's/Principal through academic diaries at the beginning of the session. HOD's/Principal check the diaries on weekly/monthly basis and monitor the progress of the syllabus completed. We have also constituted a special 'Academic Calendar Committee' for streamlining and coordinating all academic, co- and extra-curricular activities. Owing to systematic planning of teaching schedules, we always complete our syllabi well in time and also get enough time to prepare students for examination.

To make learning more student-centric, qualitative and enjoyable, the teachers make a judicious use of both traditional and innovative teaching methods, so that all students with different learning capacities are involved in the learning process. In addition to the lecture method and Black-board work, teachers also use participatory and interactive teaching methods like classroom seminars, group discussions, case studies, role plays etc. There is also a generous use of ICT-enabled T/L methods in the form of e-board, PPT presentations, other A/V aids like TV, especially for live budget shows, and screening of documentaries, educational and environmental videos, speeches of noted personalities etc. We have also created special facilities for e-resources in the college library. The college also extensively uses educational software, especially for English language lab and computerized accounting.

Similarly, we also encourage individual learning and ask our students to prepare home assignments, case studies and projects. To nurture critical thinking, innovative competitions and programmes like PPT presentations, seminars, company analysis, financial news analysis, commerce quiz, GK test, debates & elocution, budget analysis, essay writing, book reviews, film reviews etc. are held on a regular basis.

Students are also encouraged to prepare charts and models on specific subject themes which eventually become the part of the annual Commerce Exhibition. In 2014-15, our model/chart entries in RTM Nagpur University's 'Avishkar' event were selected for the State-level. Also four of our students were selected for the State-level presentations at Mumbai by CIMA.

We have also set up Commerce Lab, English Language Lab as well as computer labs for enhancing the practical knowledge.

Further, and in order to augment the learning experiences of students, we also conduct field/industry visits and also depute students for internships with the local CA's and industry.

All these efforts are directed to make the T/L activity a serious endeavour for construction of knowledge rather than a mere transaction of it. Education as a partnership between the teachers and students is very much in vogue in the college.

(D) Teacher Quality:

The college has always taken pride in its teacher quality. Teachers are appointed giving highest priority to qualifications, merit and excellence after a rigorous teaching demonstration/personal interview schedule. In order to invite the best talent, we

advertise for the posts at the national level and also use the UGC portal. Once inducted, teachers are encouraged to update their knowledge, undertake research, participate in seminars and conferences, and publish research articles and books. All facilities are provided to teachers for their quality up-gradation and the management also provides seed money for research in case there is no research funding from UGC or other bodies. Owing to this encouragement, as many as 22 teachers of all departments, on the college's rolls, have Ph.D. qualifications and 7 of them are also research supervisors. Our teachers have also many text-books to their credit with an output of 37 textbooks over the last five years. We have also a sizable research publication of over 75 research papers published in reputed journals. Similarly, teachers also engage in Major and Minor research projects with work going on over 8 Minor Research Projects while 2 major/1 minor projects have been completed and submitted to UGC and IIPA respectively.

The college also deposes its teachers to FDP's organized by Academic Staff Colleges and other HEI's. We also conduct an in-house FDP every year on select themes.

We have also introduced a system of teacher evaluation by students on select parameters. The feedback is shared with teachers for effecting improvement.

(E) Evaluation Process and Reforms:

Evaluation Mechanism in the college is well-planned and it consists of internal and external evaluation. Internal evaluation is in the form of unit tests, home assignments, project work, term examinations, practical examination and viva voce. The external evaluation is done by the university both for semester and annual pattern examinations as per the notified schedules. All evaluation schedules are notified in advance for the benefit of students and teachers.

Being affiliated, the college has to follow the evaluation procedures laid down by the university. Recently, the university has adopted semester pattern for M. Com course and the revised examination scheme for it.

At the college level, we carry out the scheme on the prescribed lines, but we have made Internal Assessment more rigorous by insisting on home assignments for all subjects instead of only the prescribed optionals.

The performance in unit tests, term examinations and home assignments is shared with the students and measures are taken by teachers to improve upon performances.

The college has set up an Academic Audit Committee which after the declaration of University results, analyses all the results (class-wise/subject-wise) and submits the same to the Principal/Management for further action.

(F) Student Performance and Learning Outcomes:

Owing to the dedicated efforts of teachers, effective T/L activity, rigorous internal assessment mechanism, the college has been consistently coming up with good results and university ranks while achieving the intended learning outcomes. During the last four years, for instance, the college has produced over 25 university rank holders in all its courses. In the year 2013-14, our students topped the B.Com and B.B.A. merit lists while in M.Com we had as many as 7 merit positions shared by 10 students. Our

students have also brought laurels by winning university gold medals and prizes for their stellar performances.

The results of our value addition programmes where examinations are conducted by external agencies are also very encouraging. Our CA-CPT/CS-F units have been averaging around 40-50% result as against the national average of around 15-20%. A couple of our CS-F students have also secured national ranking in 2012-13 and 2013-14. BEC results have been 100% for the last two batches. We have also delivered 60% + results in TCS' BPS and NSE's NCFM examinations.

The institute regularly sets benchmarks for results and those teachers who fail to deliver as per the set targets are required to submit explanations and plan of action for improvement.

Students are also performing well in both co- and extra-curricular activities as they are regularly winning in the extra-mural events and competitions, getting selected in the university teams and also representing the college at the state and national level.

3. RESEARCH, CONSULTANCY AND EXTENSION

Since last reaccreditation, the college has been taking a special care of Research component as well as strengthening the Extension activity. The college has a set up a full-fledged Research Cell to promote research culture and monitor the progress of the research activities in the college. The Cell regularly conducts research methodology workshops by inviting eminent researchers. Research Projects/Project work is also a part of the curricula of some courses and teachers have to work as supervisors for monitoring them. The Cell also helps students in preparing projects and case studies. It also organizes a 'Case Study Presentation' competition.

The college has also separate units of NSS, Adult & Continuing Education and NCC which carry out significant extension activities. Owing to the strong support from the management and untiring efforts of our teachers, the college has to its credit a considerable research and extension output.

(A) Promotion of Research:

The college and its management have been consciously cultivating a definite research culture among its teachers and students with providing both infrastructural and financial support. The management has also set up a Research Corpus Fund of Rs. 15 lac for seed money to teachers for carrying out research projects. There is a provision of study leave and teachers are given duty leave whenever they have to leave college for research work.

The Research Cell also guides teachers to finalize their minor and major research project proposals to be submitted to UGC, ICSSR, IIPA or similar research bodies.

Owing to the promotional policies for research, over a dozen teachers have been awarded Ph.D. degree during the last five years while 02 teachers have submitted their theses. 11 teachers are presently working on their Ph.D. Similarly over half a dozen faculty members are recognized as research supervisors.

The college offers to all researchers, within and without the college, all the facilities including library and NRC.

We also annually organize a Faculty Seminar, where teachers are required to present papers on the latest research and developments in their respective subject areas. We have also applied to RTM Nagpur University for Center for Higher Learning and Research which will be effective from 2015-16 after University notification.

(B) Resource Mobilization for Research:

As said earlier, the college and its management extend maximum support to teachers in terms of academic, financial, infrastructural and administrative help for facilitating their research projects. Proposals are forwarded by the college to the respective funding agencies for research grants and seed money is also offered to teachers when the grant is delayed or no grant is available.

During the last four years, 15 teachers have applied for Major and Minor research projects to UGC and other funding agencies resulting in the award of 3 major research projects and 9 minor research projects; 4-5 projects are awaiting award.

2 Major projects and 1 minor project have already been submitted to IIPA and UGC, while work is going on 8 UGC sponsored minor research projects. Collectively all these projects have mobilized grants to the tune of over 20 lac. Recently, our Research Cell also conducted an institutional research on Local Body Tax (LBT) and collected inputs from the local trading community. The findings were shared with the Nagpur Municipal Corporation (NMC) which is the local body. The project was funded by management from its research seed money account.

(C) Research Facilities:

The college provides necessary facilities to its teachers and students for carrying out research/project work. In addition to the dedicated space of Research Cell, the college has set up NRC in the college library. Facilities like laptops, computers, free internet, printers, library books, research journals, e-books/journals are available to teachers.

Teachers are also entitled to duty leave/study leave for research work.

Other educational institutions/bodies also get involved in the research projects undertaken by teachers though it is not collaborative research in the strictest sense. The college offers research facilities to outside students who are registered with our college teachers for their Ph.D.

For students also there are dedicated IT zones in the library and elsewhere where they can complete their project work. Further, and in order to encourage students for research activity, we also involve them in the college's research projects and also organize some research-oriented competitions for them. They are assigned research projects, home assignments/case studies on given topics. Classrooms seminars/PPT presentations, financial news analysis, Commerce lab activities, preparation of charts/models for Commerce Exhibition, state level seminar 'SHODH', project presentation competition TECH-PRO, Book Reviews etc. orient students towards a positive research culture. The college magazine 'Rashtradhan' and wall magazine 'SHABD' also provide a platform for students to sharpen and exhibit their creative skills.

(D) Research Publications and Awards:

During the last five years, our teachers have contributed 76 research publications in national and international journals and over 150 papers in national/international conferences.

Similarly, they have also published 37 text-books during last five years in keeping with the GS tradition of writing relevant text books.

One of our teachers has also written 2 e-books available with Baker & Taylor who are indexed with Scopus.

The college has organized 4 National level UGC/NAAC seminars during the last four years and also published their proceedings.

(E) Consultancy:

We are not into any official consultancy and do not generate any finance, though our teachers are routinely invited by Government organizations like the District Collectorate, ICAR's Citrus Research Centre, National Powergrid Corporation of India Ltd. etc. for setting question papers or conducting interviews for staff recruitment.

(F) Extension Activities and Institutional Social Responsibility (ISR):

The college has always taken pride in its extension activities and social outreach programmes. The college has a 200 member strong NSS unit, Adult and Continuing Education Unit affiliated to RTM Nagpur University and an NCC unit attached to 4, Maharashtra Battalion. The extension activities organized by NSS, NCC, Adult and Continuous Education Units cover a wide a range of social issues like female feticide, illiteracy, tobacco/drug addiction, AIDS, social hygiene, environment etc. through a variety of events including awareness rallies, skits, shramdaan, plantation and cleanliness drives, literacy campaigns, blood donation camps etc. Students have also constructed a check dam in collaboration with the Forest Department for providing a waterhole for wildlife in the adjoining Kalmeshwar Forest Range.

Workshops, seminars, talks, poster exhibitions, awareness campaigns are regularly held on issues such as gender inclusion, environment, literacy, health & hygiene and various other social issues. For holistic development and for imbibing good citizenship habits, activities like visits/donations to Vriddhashrams and Orphanages, relief to flood affected citizens, donations to army relief fund and blind relief fund, daily rendition of the national anthem, voters' awareness programmes, traffic awareness programmes are also organized. Similarly important days like Samvidhan Diwas, Population Day, Literacy Day, NSS Day etc. are also celebrated with appropriate programmes. We also were actively involved in 'Swachha Bharat Abhiyan' and Nag Nadi Cleaning campaign in 2014-15.

The college has also adopted a village of Nagazari (25 kms from city) for extension and outreach programmes where the NSS unit holds annual camps and undertakes various extension activities.

In 2014-15, one of our NSS students was selected for the RD parade and marched past the Presidents of India and the United States, while 4 students were selected for the

State level RD parade. Our NSS unit, our Programme Officer and a couple of our students have been adjudged the best in their respective categories. NSS unit also won the second prize for the best Traffic Awareness Programme given by SP (Nagpur Rural).

The extension programmes that we conduct are meant to develop in our students a social outlook and social responsibility, good citizenship qualities and humane sensibilities. All these experiences also complement their academic learning experiences since most of the social issues also cut across their syllabi.

(G) Collaborations:

Since last accreditation, the college has taken great efforts to have collaborations with industry/other bodies. For the conduct of add-on courses, the college has already signed MOU's with TCS, NSE, Tally Education and MKCL. Similarly for internships, we have tied up with the local CA's under the GS-SUN network. We are also in process of finalizing our MOU with Butibori Manufacturers Association (BMA)/Maharashtra Industrial Development Corporation's (MIDC), Nagpur for industrial visits, guest lectures, conduct of courses, syllabus inputs, internships and placements.

Similarly, we are also associated with other organizations for academic and extension activities. They include: the Gandhi Vichar Parishad, Wardha, City Police Department, the Collectorate, Nagpur Municipal Corporation, the Forest Department, Medical Colleges, local orphanages and Vriddhashrams, adopted village, BNHS etc. Recently, we have also joined with the Department of Electronics and IT (Government of India) for the 'Digital India' campaign.

4. INFRASTRUCTURE AND LEARNING RESOURCES

From a humble beginning on rented premises in 1945, the college today stands proudly on its own premises spread over 6 acres at a prime location with its own buildings which have been constructed in a phased manner. Over the years, the college has continuously up-graded its infrastructure to match the growing needs of students and is well equipped with adequate and good infrastructural facilities to meet the demands of curricular, co-curricular and extra-curricular activities. The available infrastructure is utilized optimally by the college for conducting various activities.

(A) Physical Facilities:

The college premises include administrative block, main building, library building, No-grant building, the new MBA building, playgrounds and parking lot. All buildings are equipped with spacious class-rooms, staffrooms, common rooms and toilets, drinking water supply, furniture and fixtures, computers and 10 MBPS optical fibre internet connectivity. The buildings also house seminar halls, computer labs, NRC, English Language lab, Cells/Activity rooms, sports room, gymnasium, canteen etc. We also have a large number of various equipments including computers/printers, photocopiers, LCD projectors, e-board, educational software, A/V aids, p/a systems,

biometric attendance system, intercom, CCTV, water coolers, air conditioners, house-keeping equipment and also a 45 KV generator.

The available infrastructure facilities are competent to meet all the requirements of staff and students for both co- and extra-curricular activities.

We have also deployed security and house-keeping agencies.

The college has a well-built hostel for boys with an intake capacity of 75 inmates. We are also in the process of constructing a Girls hostel. Similarly we have also applied to the UGC for an Indoor Sports Complex.

We have also empanelled a nearby hospital and doctors for emergency medical treatment of our students.

(B) Library as a Learning Resource:

Our spacious library has a large collection of about 50,000 books, and various journals and magazines. The collection is added to every year through regular purchases out of UGC and college funds. The college has constituted a Library Committee which monitors the budget and purchases in the library. Leading publishers regularly visit the library and books are purchased on the recommendation of teachers. The college subscribes to Inflibnet/N-LIST and J-Gate through which students can have access to over 97,000 e-books and 6000 e-journals. The user ID and passwords for accessing the same are given to students. The library services are automated through LIBMAN library management software. The bar coding system is used for the faster issuing of books. OPAC is provided to all the students.

The library has NRC, Reading and Reference sections. There is a separate section for periodicals, dissertations, and Digital Library. There is also a special IT zone for students. Library also provides reprography services.

The library has a number of schemes like inter-college loan service, book bank, full deposit for students. It also organizes various library-specific competitions and has instituted a few awards for library promotion.

(C) IT Infrastructure:

The college provides access to technology and information retrieval through a range of ICT facilities. The College has around 264 desktops and laptops with latest hardware and licensed software. Computers are networked and provided with 10 MBPS high speed internet installed under National Knowledge Network connectivity scheme. There are computers in all the departments, offices, cell/activity rooms, library and hostel. All the offices and library systems are automated. Nowadays, all university forms as well as the scholarship forms are submitted on-line. The college makes all its ICT mechanism and staff available to students for the same.

ICT is generously used by both teachers and students in T/L activity as well as in other co-curricular activities. Similarly, teachers also have at their disposal NRC and N-LIST facility for research purposes.

Suffice to say that all the ICT needs of students, teachers and staff are fulfilled by the college through various computer labs, English language lab, NRC, IT zones and office computers.

(D) Maintenance of Campus Facilities:

Owing to huge number of equipment and facilities, the college has to take due care of their upkeep and maintenance. The college has set up a special Purchases and Maintenance Committee for the same. Right now all computers/printers are under AMC. The rest of the equipment are also maintained by their original suppliers. Similarly all the college buildings and equipment are insured against fire and natural calamities with Bajaj Allianz. The old and obsolete equipment are destocked and disposed off and replaced by the new set to ensure better and timely service.

For buildings and premises, we have deployed a housekeeping agency for overall cleanliness in addition to the security agency for safety of the properties.

We have also set up a Campus Beautification Committee for maintaining the beautiful look of the entire campus.

5. STUDENT SUPPORT AND PROGRESSION

Students are at the core of all activities in the college and therefore the college extends every possible academic, administrative, financial, medical and psychological support to students through various mechanisms right from admissions to placements. Owing to the student-supportive atmosphere and policies of the college, its students are coming up with some spectacular performances in all departments.

(A) Student Mentoring and Support:

All the facilities and student-support measures are incorporated in the college prospectus which is updated and published every year. The college has an inclusive approach and admits students from all sections of society including students belonging to SC/ST/VJNT/OBC/EBC categories. A number of scholarships/freeships are made available to students as per the Government norms. The college takes all steps to ensure the prompt and timely disbursement of these scholarships. Besides, to encourage students to strive for academic excellence, scholarships and medals have also been instituted by the college management.

The all-round/holistic development/welfare of all our students is foremost and this is achieved through a wide range of support services which include coaching for CA-CPT/CS-F, NET/SET, competitive examinations, Skill development Courses, bridge and remedial courses etc. We also groom students for professional competence and provide to them internships with local CA's and Industry. Similarly, we also offer to students various platforms for their creative skills in the form of Study Circles and the college magazine 'Rashtradhan'.

The college also offers best possible facilities for both co- and extra-curricular activities. Students are encouraged to participate in in-house and extra-mural events. For those who participate in NSS/NCC/Adult Education/ Sports/Cultural/Debates and

other competitions, the college offers incentive marks which are sent to the university. For sportsmen, there is extra support in the form of kits and uniforms/blazers.

The college has also set up a very effective counselling mechanism. We have student mentorship scheme where each teacher is allocated 20-25 students at the Part I level. The concerned mentor-teacher keeps track of his mentees' progress throughout the latter's stay in the college and offers to him academic and personal counselling as well as solving his problems. Similarly, we have also Women's Cell which takes care of the Gender Sensitization and Sexual Harassment issues besides conducting counselling for girls by empanelled counsellors, and Grievance Redressal and Anti-ragging Cell. We also have a separate Student Welfare Committee which guides the students about various welfare schemes and scholarships available to them.

For career counselling, the college has a Career Guidance and Placement Cell which conducts various workshops and activities for grooming students for employability and placements. The Cell enjoys a good track record in terms of placements. In 2014-15, over 150 students out of possible 700 final year students were placed by the Placement Cell. The MBA department has its separate Placement Cell.

We also have an Alumni network which collaborates with the college for internships and placements of students.

(B) Student Progression:

Owing to the committed efforts by our teachers, the college's students have been performing extremely well in all the university examinations in which they appear though there is scope for improvement in the results of Marathi and Hindi medium sections which traditionally consist of rural students.

In terms of progression, most of our UG students seek admission in M.Com. and M.B.A. courses in the college itself while the rest go for employment. Of late, most of our students are being placed during campus recruitment drives. To encourage students for M.B.A., we conduct MH-CET/CAT counselling at the college level.

Similarly, in order to encourage students for Ph.D., we have also applied to the university for 'Centre of Higher Learning and Research'; the approval is awaited.

For those students who are at the risk of failure and drop-out, we conduct special remedial classes.

(C) Student Participation and Activities:

The college offers to its students a wide range of sports and games and other extra-curricular activities which include essay, book review, poster/slogan, debate, elocution, cultural etc. competitions.

Our students participate in both the in-house and inter-college competitions and bring laurels to college. Our students are also regularly selected in the university sports and other teams. Some of our students have also participated and done well in the national events.

The college also encourages students for creative writing and conducts for them Workshops on creative writing. Students also get to write in the wall magazines and the college annual 'Rashtradhan'.

The college also organizes an annual 3-day cultural event 'Umang' which is conducted by Students' Council. The Students' Council is constituted every year and its student members are drawn from all classes and units like Women's Cell, NSS, NCC and Sports. The Council is also responsible for the conduct of other extra-curricular activities throughout the year.

Students are also nominated on other college bodies like IQAC, Grievance Redressal, Discipline & Anti-ragging Committee, Women's Cell, Hostel Advisory Committee. Students are also selected as Brand Ambassadors for events like Voters Awareness Campaign, Indradhanu Cluster Scheme and as Gender Champions.

The college also involves its alumni for the growth and development of students. The college has in fact set up a network of our CA alumni for providing internship/placements to students. We are further trying to enlarge this network base by including our former students in industry and other professions. We regularly interact with alumni who are invited to the college for meetings, events, guest lectures and other programmes and seek from them feedback about the betterment of existing system. We also collect from them on-line feedback through a structured questionnaire available on our website and Facebook account.

6. GOVERNANCE, LEADERSHIP AND MANAGEMENT

G.S. College of Commerce & Economics, Nagpur, is indeed fortunate to be managed by some of the best managers that the country has seen. Founded in 1914 by Shri Jamanalal Bajaj, whom Gandhiji regarded as his fifth son, shaped by Shri Kamalnayan Bajaj, and now led by Shri Rahul Bajaj, Chairman and MD, Bajaj Auto Ltd., Shiksha Mandal has just completed a century of its purposeful journey which was profusely lauded by the President of India Shri Pranab Mukherjee who graced the centennial at Wardha in the company of the Governor and the Chief Minister of Maharashtra. Adherence to Gandhian philosophy, commitment to social and national causes, and fulfillment of students' aspirations for quality education at an affordable cost have always been at the very core of Shiksha Mandal's existence and they define its ethos. Shiksha Mandal's overall contribution to the region and its ethical frame of functioning have also been acknowledged by the RTM Nagpur University which conferred on Shiksha Mandal its inaugural **'Ideal Educational Institution Award'** for 2014-15.

(A) Institutional Vision and Leadership:

We have been blessed with the leadership of the top drawer which has espoused a legacy of good governance, academic excellence underlined by value-based education, and fair practices that have given to the college a very distinctive character. The Management coordinates all its activities through a well defined organizational structure. Generally, policy formation begins at the college level where Principal and faculty members plan and design appropriate strategies for achieving the institutional

goals as per the actual needs of staff/students and feedback received from stakeholders. All qualitative measures are discussed and approved in the statutory bodies of IQAC, Staff Council and Local Managing Committee. Major policies are endorsed by the top management in Governing Body meetings and AGM's.

Similarly, policies also emanate from the top management after due deliberations and feedback from concerned stakeholders and are implemented by the individual colleges after formulating appropriate action plans. One of the recent major policy decisions by the management is that all its institutions will be autonomous. Accordingly, our college is also applying for autonomy in 2015-16.

For the implementation and execution as well as monitoring and evaluation of all its plans, the college constitutes a number of committees and cells which are headed by conveners/coordinators. All teachers are involved in the implementation process either as conveners or members resulting in a very participatory mechanism marked by both leadership and team spirit.

College makes conscious efforts for grooming leadership at various levels by delegation of authority to its teachers. Each teacher, for example, is a convener of at least one committee. Similarly, teachers with outstanding performances and drives are made the course coordinators and HODs with freedom to chalk out strategies for the development of their departments within the frame of stipulated rules and regulation. Teachers are encouraged to organize seminars/conferences by turn. They are also involved in administrative work.

Even students are involved in decision-making process to fully ensure the culture of participative management in the college.

Since Principal is the Chairman of all the committees and cells, we have judicious mixture of decentralized governance as well as the unity of command to ensure smooth passage of all academic and administrative affairs.

(B) Strategy Development and Deployment

Quality education at an affordable cost is the stated quality policy of the institution. On the occasion of its centenary, the management has further given to us a new set of goals viz. 100% results with 100% first divisions, 100% placements and inculcation of strong character among students.

In keeping with the policy, the college sets the benchmarks for both curricular and extra-curricular activities, including extension performances every year right from admissions to results both course-wise and subject-wise. Proper strategies like appointment of teachers, subject allocation, T/L activity, innovative and ICT-enabled T/L methods, rigorous internal assessment, research orientation, industry interface, community engagement etc. are framed to achieve the expected goals.

Further, and to execute the various strategies, the college has devised a very effective internal organizational structure which includes Principal, HOD's/Course Coordinators, committee/cell conveners, unit-in-charges, member-teachers, non-teaching staff, and student representatives all of whom are also involved in decision-making process at the college level.

The college has always promoted a culture of participative management and all key stakeholders viz. students, parents, alumni, teachers, Principal and management are involved in the college management in various capacities.

All policies are subject to review either mid-session or at the end of session in IQAC, LMC, Staff Council or Departmental meetings, and Shiksha Mandal meetings. Our LMC has a statutory agenda of perspective plan for the college where plans for the next two years are discussed and approved. There is both upward and downward communication in the process of decision-making involving all participants.

Principal, as the Head of the Institution, whereas bears full responsibility for the execution of all policies and strategies, he also has to apprise the management about the success or else of implementation on the basis of feedback received from the stakeholders. As per our policy, all principals have to file a monthly activity report to Shiksha Mandal and also to make presentations of their respective colleges in the Shiksha Mandal AGM. Also, owing to a competent feedback mechanism, principal is always in position to receive feedback from teachers, students, parents, alumni and employers which he shares with the management for further policy formation.

Similarly, Shiksha Mandal also releases from time to time its newsletter which documents major happenings in Shiksha Mandal institutions and also the policy statements. Owing to this, there never is any communication gap between the management and Principal which ensures smooth business for all concerned.

(C) Faculty Empowerment Strategies:

Besides grooming teachers and staff members as leaders, the college also puts premium on their academic and professional development and plans for them various activities. As a matter of fact, the college has set up special 'Faculty Empowerment Cell' and 'Non-teaching Staff Training Cell' for enhancing teachers' and staff's competencies. The cells conduct various activities including an annual week-long Faculty Development Programme, Guest Lectures, Technology Workshops, Faculty Seminars etc. In addition, teachers are also deputed to refresher, orientation and FDP's organized by other institutions/universities. We also depute our non-teaching staff to various workshops organized by the University and Government in the wake of various technological reforms.

The performance of all the teachers and employees is assessed through a systematic appraisal mechanism which includes PBAS and CR's. On the basis of the performance appraisal by Principal and Management which is the final reviewing authority, teachers/staff are given CAS/promotions.

Teachers/staff also avail of various welfare schemes in the college. We have Group Insurance Scheme for both teachers and staff. Similarly, there is also medical reimbursement scheme. We also have Employees Credit Society. We also pay towards EPF of our employees.

(D) Financial Management and Resource Mobilization:

The college conducts both grant-in-aid and self-financing courses. The college collects the fees prescribed by the authorities and spends them on the expected lines as per the allocated heads and budgets.

The deficit is borne by the Management.

The college subjects its accounts to both internal and external audits. The internal audit is done by the auditors appointed by the Management while the external audit is done by the Jt. Director of Higher Education and Senior Auditor/AG office.

Besides the salary and the fixed non-salary grants, there are not any sources of receipts for grant-in-aid courses except the usual development assistance given by the UGC. However, our teachers generate resources and create assets for the college through various UGC schemes and MRP's. The utilization certificates are sent to the UGC after accounts are audited by the Management.

For self-financing courses, the audit is done by the Management and the surplus, if any, is spent on the college's developmental activity.

(E) Internal Quality Assurance System:

IQAC is at the centre of Internal Quality Assurance System in the college. Set up after our first accreditation in 2003, IQAC has been instrumental in suggesting and implementing quite a few quality measures for the qualitative growth and development of the college in addition to scrupulously following the NAAC agenda. IQAC has as its members, teachers, staff, students, management members, external experts and alumni who through regular meetings chalk out appropriate policies for quality enhancement and sustenance.

IQAC also interacts with other colleges in the 'Indradhanu' cluster and adopts their best practices. It also appoints student ambassadors for cluster programmes.

IQAC has also conducted a NAAC sponsored seminar in 2013.

IQAC also conducts in association with other committees in the college, workshops for staff members to apprise them of various NAAC quality measures.

IQAC is deemed as a statutory body and it is officially on the agenda of college's LMC where all IQAC plans, activities are discussed and approved. Similarly, regular review of IQAC activities is also taken in the college council meetings. Management has also set up a Quality Assurance Cell at its HQ's where all colleges submit their action plans regarding NAAC.

7. INNOVATIONS AND BEST PRACTICES

Our quest for excellence also continues in the introduction of many innovative and best practices. Owing to its status as the first Commerce college in the city, G.S. College has always been looked upon as a role model by the other colleges be it the introduction of new syllabi or implementation of new curricular, co-curricular, extra-curricular, extension and research activities.

A pro-active and supportive Management, dedicated faculty, student-friendly academic environment and eco-friendly campus make our college a most sought after institution for commerce studies. It is committed to not only maintain this privileged position but also hopes to add to it through further innovations and best practices.

(A) Environmental Consciousness:

The college is extremely conscious of environmental issues and has in place all the stipulated measures to make our campus eco-friendly. We also have a small Department of Environmental Studies which conducts an in-house Green Audit on the parameters of pollution, waste management, water and energy conservation, renewable energy and Carbon Neutrality.

In order to make campus eco-friendly, the college has taken the following initiatives:

- The college has set up a separate Campus Beautification Committee which looks after the environmental planning and execution throughout the year. The committee keeps a check on and maintains tree plantation, gardens, de-silting of well, cleaning of over-head and under-ground tanks, maintenance of solar lamps, pest control, managing solid and e-waste, plastic free campus etc.
- The college has deployed a house-keeping agency to maintain round the clock cleanliness on campus.
- The college undertakes regular plantation drives and has a number of trees, including fruit-bearing ones, which attract a large number of birds to the campus.
- The college has also dug a bore well, in addition to the existing well, exclusively for watering the plants.
- The college has fitted solar street lamps at strategic points and also installed solar heating system in the hostel to save consumption of electricity. In due course of time, entire campus will be lit by solar lights.
- The college has dug compost pits in the back for disposing of daily waste.
- The college buildings have been sanctioned with water -harvesting provisions.

We regularly take our students for nature visits and excursions for environmental awareness. Similarly, we also screen movies/documentaries on environmental themes. Recently, we have tied up with the famous Bombay Natural History Society, Mumbai for a variety of environmental projects and activities including environmental exhibition and our students' participation in Tiger census and nature tours.

(B) Innovations:

In order to make all curricular, co-curricular and extra-curricular activities productive and interesting, and also as per the recommendations of the previous Peer Team, the college has introduced a lot of innovations in various areas as follows:

• Introduction of Innovative Courses:

For supplementing the regular courses, and to add value to them, the college has introduced add-on/enrichment courses of CA-CPT/CS-F, TCS' BPS (Finance & Accountancy), NSE's NCFM, MKCL's PFM, Cambridge English's BEC by tying up

with renowned agencies. Similarly, we have also introduced three language courses of English Proficiency Course, Short Term Course in Business English and Certificate Course in Hindi Communication Skills under RTM Nagpur University's Jeevan Shikshan Abhiyan scheme. We also offer computerized accounting courses in association with 'Tally Education' and have also become a centre for computer literacy under 'Digital India' campaign. We are also offering to students coaching for Competitive examinations and NET/SET examinations. We are also on our way to becoming a Research Centre recognized by the RTM Nagpur University. Similarly, we have also started internship programme under the GS-SUN network. All these and similar such innovations have definitely created a strong impact on our students and enhanced their potential.

- **Innovative T/L Activity:**

From the traditional lecture method and B/B days of 2010, the college has come a long way in terms of teaching methodology which is increasingly becoming innovative and ICT-enabled through the generous use of e-board and LCD's, educational videos, e-resources and OER's, English Language Lab etc. Teachers also transact minimum 40% of syllabi through PPT.

Further, there is a regular use of innovative learning methods like home assignments, case studies, projects and participatory/interactive methods like, seminars, group discussion, role play etc. Similarly, students are involved in research activities and also various skill development workshops are organized for them.

Students are also exposed to practical aspect of learning through field/industry visits, and internships.

- **Research Innovations:**

Research in college is indeed progressing by leaps and bounds and teachers are currently working on 8 Minor Research Projects. The college has already submitted 2 Major and 01 Minor Research project. The college also undertook institutional research on LBT and submitted the findings to the NMC. Students are also involved in such research projects.

- **Innovations in Co-, Extra-curricular and Extension Activities:**

The college has also started the conduct of several new look and innovative co-curricular events and competitions like GS-COMNEXT, 'SHODH', 'TECH-PRO', Financial News Competition, Case Study Competition, Poster/Chart/Model-making etc.

We have also set up GS-Film Society and also tied up with BNHS, Mumbai for environmental activity.

We have also extended our extension work by adding Adult and Continuing Education (ACE) wing to the college and also by adopting a village for community service. We are also working in collaboration with GO's and NGO's for focused extension.

In sports, we now regularly conduct sports coaching camps and have also introduced some new games to enlarge the students' base.

(C) Best Practices:

We have introduced the following two Best Practices over the past five years:

A. GS-COMNEXT

We launched GS-COMNEXT in 2010 with the following set of objectives:

- To offer an academic platform to Commerce students for the discussion of the latest happenings, events and developments in field of Commerce and Industry;
- To bring about an interface between successful alumni and the present students;
- To organize events/competitions on Commerce themes to explore students' talent.

GS-COMNEXT is an annual inter-college event where students from other city colleges participate in a variety of competitions like debate, commerce quiz, company analysis. The event also showcases the successful alumni of the college during 'GS-Success Stories: a Chat Show'. From 2014-15, GS-COMNEXT also features Commerce Exhibition. Each edition of GS-COMNEXT has as the Chief Guest only our alumnus who has made it big. Last year, Mr Nilesh Sathe, MD of LIC Nomura graced the event.

B. GS-SUN (GS- Skill Up-gradation Network)

We launched GS-SUN with the help of our CA alumni with the following objectives:

- To establish a network of alumni in the corporate for academic partnership
- To use the network for up-gradation of skills of students through the conduct of guest lectures, workshops and value-addition courses
- To provide internships and job opportunities to students

The college conducts a pre-internship grooming course for students before sending them to CA's firms or industry. Grooming is done mostly in the areas of IT, English Communication, Accountancy and Statistics. Seats for this course are limited and admission is given on merit after the screening test. Currently, the second batch of GS-SUN is undergoing internships with the CA's in the network.

The vibrancy on the campus is due to the introduction of all these innovative/Best practices, leading to overall quality in higher education.

SWOC ANALYSIS

“The essence of being human is that one does not seek perfection.”

- George Orwell

Perfection is an unending journey with no full stops. Perfection also defies definitions or totalized explanations because the moment one feels one is almost there, perfection always gets redefined and the quest continues. Therefore, humans, because they are humans and not gods, are only destined to chase perfection; the real pleasure, as they say, is not so much in reaching the destination but in the journey itself.

We, at G.S. College, Nagpur, too know the importance of our journey to attain academic perfection and understand that it would always continue. But we also realize that each phase of this journey has to be rewarding and hence we have to be very sure of our bearings and remain alert and alive to what are our givens and what could be our hurdles.

This self-assessment has once again enabled us to look within and take a stock of our overall strengths and weaknesses, opportunities and challenges. The exercise has also shown that whereas we have gained in strengths and reduced our weaknesses, we are also facing new challenges and there are, of course, newer opportunities. Journey, as it were, has to continue further.

George Orwell, as usual, is spot on.

STRENGTHS

Shiksha Mandal:

- Rich Legacy of 100 years (since 1914) with a strong foundation of values and ideals espoused and inspired by none other than Mahatma Gandhi, Jammalal Bajaj, Kamalnayan Bajaj and many great souls who were the part of India's pre- and post-Independence narratives.
- Strong and exemplary leadership
- Committed Management known for its promotion of ethical values and fair practices to offer values-based quality education at an affordable cost, and caring attitude towards staff and students which, *inter alia*, won it the RTM Nagpur University's inaugural **'Ideal Educational Institution Award.'**
- Proactive policies in starting new courses, new activities, infrastructure and facilities, technology as well as social outreach.
- Believes in participatory management; involves principals, teachers, students and parents in decision making process

Institution:

- As city's **first Commerce College**, G. S. College has always remained a pioneer in commerce and management education
- Has earned a reputation of a premier commerce college in Central India since 1945
- Enjoys patronage of entire society being both a co-ed and Minority institute
- Enjoys wide student base in Vidarbha and the adjoining states of MP and CG.
- Enjoys trust of patrons and stakeholders
- Centrally located in the heart of the city in spacious and lush green surroundings
- Education in all the three mediums of English, Hindi and Marathi; the only college in Nagpur to do so
- Fair and transparent admissions on merit; increasing cut-offs every year
- Academic flexibility in the form of three UG courses and, for vertical mobility, two PG courses; Research Centre for Ph.D. soon
- Horizontal mobility to students through different value-addition programmes.
- A team of dedicated competent and young faculty which believes in newness
- Focus on student-centric, innovative and ICT-enabled T/L activity
- Rigorous and transparent Internal Assessment mechanism
- Consistently good results and merit positions in regular UG/PG courses
- Consistently good results in all value-addition programmes; All-India rankings in CS-F examination
- Healthy research culture, mobilization of research grants, and publication output
- Regular organization of conferences, FDP's, training workshops etc. for teachers
- Regular organization of quality events, competitions, workshops for students
- A wide range of co- and extra-curricular activities for college and city students
- Increasing participation of students in all activities
- Spectacular performances in co- and extra-curricular events; laurels for the college
- Consistently increasing number of placements
- Tie-up with Industry/corporate for value addition courses/Internships/placements
- Broad base for Extension/community work; tie –ups with GO's and NGO's
- Strong student support mechanism including sponsored scholarships and financial assistance from Management.
- Competent systems for curricular, career, psychological and personal counselling
- Empanelled hospital/ doctors and psychologists
- Competent systems for Grievance Redressal, anti-Ragging, Gender Sensitization/ Sexual Harassment; no ragging and sexual harassment cases reported thus far
- Disciplined atmosphere; regular classes, very good attendance all through the year
- All UGC guidelines regarding safety of students on campus followed; CCTV surveillance and 24*7 security available
- Competent infrastructure with hostel, canteen, gymnasium and other facilities
- Independent buildings/rooms for all courses, offices, cells, units etc

- A very rich library with over 50,000 books and N-LIST/J-Gate, NRC facility
- Well furnished computer labs and English language lab
- Large number of equipment including generator and housekeeping equipment
- Automated office and library systems
- Fully transparent administration; no court case against the college
- Continuous interactions with all the stakeholders
- A rich crop of illustrious and resourceful alumni
- Regular review and feedback mechanism in place
- Decentralized form of governance with delegation of authority
- Focus on grooming leadership/competence building among staff and students
- Emphasis on value-based education, character-building, and good citizenship qualities to produce good human being rather than just graduates

WEAKNESSES

- Poor intake quality for Marathi/Hindi mediums as most students come from adjoining villages; they account for nearly 40% of total intake
- Not-too-satisfactory results of Marathi/Hindi mediums
- Attendance and punctuality of students marred by poor public transport facilities
- Less academic flexibility in curriculum development/new courses as college has to follow what the affiliating RTM Nagpur University prescribes
- Tied down by the University/Government procedures for NOC's for staff appointments, approvals, and sanctions which delay scheduled projects and recruitment
- Moderate use of ICT facilities by students owing to their typical proclivity for traditional methods
- Limited institutional research and consultancy
- No formal consultancy projects
- Poor response from industry for tie-ups and MOU's
- Limited scope for exposing more students to industry and corporate world
- Not much scope for outdoor games like cricket, football or hockey as there is no space for full-size play fields

OPPORTUNITIES

- On its way to becoming an autonomous institution for Commerce and Management Studies and can introduce relevant and specialized courses
- Can set up linkages with other universities including international for twin-courses/dual degree after autonomy
- In the meantime, scope for starting new courses in near future. Applied to UGC for a couple of courses under DD KAUSHAL Scheme
- Can start more add-on, employment-oriented courses
- Can become a College with Potential for Excellence with UGC approval.

- Scope for being an acknowledged Research and Consultancy Centre in view of Nagpur's growth as a centre for industry and commerce; applied for center of Higher Learning and Research to the University
- More mobilization of research grants through minor/ major research projects
- More scope for institutional research
- More scope to involve the neighboring Industry in academic activities through linkages, tie-ups and MOU's
- There is more scope for internships and placements
- Can undertake Entrepreneurship Development Programmes
- Extension activity base can be broadened as also that of extra-curricular activities

CHALLENGES/THREATS

- Constraints in meeting qualitative norms in a rigid framework of Government and University rules
- Students from rural areas, mostly from poor families, have to work in their fields or earn for the family which makes them lose focus on studies.
- Poor results of Marathi/Hindi medium sections may lead to their closure
- Teachers are so engrossed in grooming and preparing students for empowering them for employability that it leaves them little time to focus on research and publication
- Teachers also can't do full justice to their profession given the big class sizes; as per the Government norms there have to be 100-120 students in a section; individual attention thus takes a back seat
- The menace of tuition classes is also eroding regularity and punctuality
- Availability of other job-oriented or computer courses also distract students from seriously pursuing their education in the college
- Students, in general, appear to be losing interest in studies as degrees do not guarantee jobs.

Profile of the Affiliated/ Constituent College

1. Name and address of the College:

Name:	G.S. College of Commerce & Economics, Nagpur	
Address:	Civil Lines, Amravati Road, Nagpur	
City: Nagpur	Pin : 440 001	State : Maharashtra
Website	www.gscen.shikshamandal.org	

2. For Communication:

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr N. Y. Khandait	(O)0712-2528747	09850591099	(O)0712-2528747	gscollegenagpur@rediffmail.com
		(R)0712-2241099			nykhandait@gmail.com
Steering Committee Coordinator	Prof. Mrs. S.S. Kathaley	(O)0712-2531760	9403208989	(O)0712-2528747	swatikathaley@gmail.com

3. Status of Institution:

Affiliated College	<input checked="" type="checkbox"/>
Constituent College	<input type="checkbox"/>
Any Other (Specify)	<input type="checkbox"/>

4. Type of Institution:

a. By Gender

i. For Men	<input type="checkbox"/>
ii. For Women	<input type="checkbox"/>
iii. Co-education	<input checked="" type="checkbox"/>

b. By Shift

i. Regular	<input checked="" type="checkbox"/>
ii. Day	<input type="checkbox"/>
iii. Evening	<input type="checkbox"/>

5. Is it recognized minority Institution?

Yes

√

No

--

If yes specify the minority status (Religious/Linguistic/Any other) and provide documentary evidence.

Linguistic Minority

6. Source of funding:

Government	
Grant-in-aid	√
Self-financing	√
Any other	

7. a. Date of establishment of the college: (07/07/1945)

b. University to which the college is affiliated/ or which governs the college

(if it is a constituent college)

Rashttrasant Tukadoji Maharaj Nagpur University, Nagpur (RTMNU)

c. Details of UGC recognition:

Under Section	Date, Month and Year	Remarks (if any)
i. 2 (f)	16/07/1975	As per the Bond executed between UGC and Shiksha Mandal, Wardha on 16/7/1975
ii. 12B	11/9/2012	Vide F. NO. 3-6/2011 (CPP-I/C)- Dt. 11/9/2012

(Certificates of recognition u/s 2 (f) and 12B enclosed)

d. Details of recognition/approval by statutory/ regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

AICTE

Under Section/ clause	Recognition/Approval details Institutional/ Department Programme	Day, Month and year (dd-mm-yyyy)	Validity	Remarks
--	M.B.A.	31/03/1994	1994 Onwards	Latest Approval for 2015-16 granted vide letter No. F.No. Western/1-2451273669/2015/EOA dt. 07/04/2015

(Certificates of recognition enclosed)

8. Does the affiliating University Act provide for conferment of autonomy?

(as recognized by the UGC), on its affiliated colleges?

Yes

☒

No

☐

If yes, has the College applied for availing the autonomous status ?

Yes

☐

No

☒

9. Is the College

Recognized?

a. by UGC as a College with Potential for Excellence (CPE)?

Yes

☐

No

☒

If yes, date of recognition:

b. for its performance by any other governmental agency?

Yes

☐

No

☐

If yes, Name of the agency:

and

Date of recognition: NA

10. Location of the campus and area in sq. mts.

Location	Urban
Campus area in sq. mts.	27882.95 sq. mtrs.
Built up area in sq. mts.	19132.80 sq. mtrs.

11. Facilities available on the campus

(Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

☒

- Auditorium/**Seminar complex** with Infrastructural facilities
- Sports facilities

❖ **Play ground**

☒

❖ **Gymnasium**

☒

- Hostel

❖ **Boys hostel**

i. Number of Hostel

ii. Number of inmates

iii. Facilities:

Computer with Internet facility, Newspapers, magazines, TV, Safe drinking water, Solar Water heaters First aid box, Doctor on call, Security guard for 24 hours and CCTV surveillance.

❖ **Girls hostel** (Proposal under consideration under UGC XIIth plan)

i. Number of Hostel

ii. Number of inmates

iii. Facilities :

Computer with Internet facility, Newspapers, magazines, TV, Safe drinking water, Solar Water heaters, First aid box, Doctor on-call, Security guard for 24 hours; housekeeping agency

- **Residential facilities** for teaching and non-teaching staff : **For Hostel Warden**

- **Cafeteria:**

- **Health centre:** No; tie up with a nearby Hospital for emergency attendance

- **Facilities like banking, post office, book shops:** Co-operative society for staff

- **Generator or other facility for management/ regulation of electricity and voltage:**

- **Solid Waste Management Facility**

- **Waste Water Management**

- **Water harvesting :**

12. Details of programmes offered by the college (Give data for current academic year): 2015-16

S. N.	Programme Level	Name of the Programme/ Course	Durati on	Entry Qualific ation	Medium of instruction	Sanctioned/ approved student strength	No. of students admitte d
1	Under-Graduate	1. B.Com.	3 year	10+2	E/H/M	B.Com I : 460	460
					E/H/M	B.Com II: 460	389
					E/H/M	B.Com III: 460	363
					Total	1380	1212
		2. B.Com. Self-financing	3 year	10+2	E	B.Com I: 100	93
						B.Com II: 100	87
						B.Com III: 100	62
					Total	300	242
		3. B.Com. (Computer Application) Self-financing	3 year	10+2	E	B.Com.(CA)I: 120	110
						B.Com.(CA)I: 120	30
						B.Com.(CA)I: 120	55
					Total	360	195
		4. B.B.A. Self-financing	3 year	10+2	E	B.B.A.I: 120	120
B.B.A.II: 120	26						
B.B.A.III: 120	57						
Total	360				203		
		Total UG Courses				2400	1852
2	Post-Graduate	1. M.Com.	2 year 4 sem	Graduat ion with Comme rce	E/H/M	M.Com.I: 240	217
						M.Com II: 240	163
					Total	480	380
		2. M.B.A. Self-financing	2 year 4 sem	Graduat ion	E	M.B.A. I: 60	57
						M.B.A. II: 60	34
					Total	120	91
				Total PG Courses			
		Total UG + PG Courses				3000	2323
3	Certificate Courses	Cambridge English’s BEC	3 mon.	UG	English	25	25
		English Proficiency Course (EPC)	4 mon.	UG	English	60	42
		Short term course in Business Eng	3 mon.	UG	English	20	05
		Creative Writing and Comm. Skills in Hindi	6 mon.	UG	Hindi	60	27
		Computerised Accounting	6 mon.	UG/PG	English	30	17
		TCS’ BPS (F & A)	3 mon.	UG	English	20	In Process

		NSE'S NCFM	3 mon.	UG/PG	English	25	16
		MKCL's PFM (Basic)	3 mon.	UG/PG	English	20	20
4	Value-Addition Courses	CA-CPT	6 mon.	12 th	English	25	26
		CS Foundation	6 mon.	12 th	English	10	02
		NET/SET Guidance	6 mon.	PG	English	20	12
		Competitive Examination	6 mon.	UG/PG	English/Hindi	30	29
		MBA-CMAT	6 mon.	UG	English	30	In Process
		Job Ready: MS-EXCEL	1 mon.	UG/PG	English	15	In Process
		GS-SUN Grooming	3 mon.	UG	English	60	60

13. Does the college offer self-financed Programmes?

Yes ☒ No ☐

If yes, how many?

04

14. New Programmes introduced in the college during the last five years if any?

Yes ☐

No ☒

Number

15. List the Departments:

(respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments	UG	PG	Research (Ph.D.)
Commerce/ Management	Commerce Grant-in-aid	B.Com.	M.Com.	From 2015-16
	Commerce Self-financing	B.Com.		
	Commerce Self-financing	B.Com. (Computer Application)		
	Commerce Self-financing	B.B.A.		
	Management		M.B.A.	

16. Number of Programmes offered under (Programme means a degree course like B.A., B.Sc., M.A., M.Com.)

a. annual system

UG: 3

b. semester system

PG: 2

c. trimester system

Nil

17. Number of Programmes with

a. Choice Based Credit System

Nil

b. Inter/Multidisciplinary Approach

Nil

c. Any other(Specify and provide details)

Nil

18. Does the college offer UG and / or PG Programmes in Teacher Education?

Yes

☐

No

☒

19. Does the college offer UG or PG programme in Physical Education?

Yes

☐

No

☒

20 (A) Number of TEACHING positions in the Institution

Positions	Programmes	Professor		Associate Professor		Asst. Prof.		Total	
Sanctioned by the UGC/ University/ State Government	B.Com./M.Com. (Grant-in-aid)	02 (01 by promotion)		04		24		30	
	Recruited	NOC awaited		6 (01 Principal)		22		28	
		M	F	M	F	M	F	M	F
				3	3	11	11	13	14
	Yet to recruit	01				2		3	
	Contributory teachers Required against vacancies	-		-		8		8	
	Recruited	M	F	M	F	M	F	M	F
		--	-	-	-	2	6	2	6
	B.Com. (CA) (self-financing)	-		-		9		9	
	Recruited	-		-		7		7	
		M	F	M	F	M	F	M	F
		-	-	-	-	2	5	2	5
	Yet to recruit	-		-		2		2	
B.B.A.(self-financing)	-				4		4		
Recruited	-		-		4		4		
	M	F	M	F	M	F	M	F	
	-	-	-	-	3	1	3	1	

Positions	Programmes	Professor		Associate Professor		Asst. Prof.		Total	
	Yet to recruit	-		-		-		-	
	M.B.A. (Self-financing)	-		2		5		7	
	Recruited	-		1		5		6	
		M	F	M	F	M	F	M	F
		-	-	1	-	2	3	3	3
Sanctioned by the Management/society or other authorized bodies	Yet to recruit	-		-		-		1	
	B.Com. (Self-financing)	-		-		4+ 2 Contributory		6	
	Recruited	-		-		6		6	
		M	F	M	F	M	F	M	F
		-	-	-	-	1	3	1	5
Total Teachers	Yet to recruit	-	-	-	-	-	-	-	
	Total							58	
	Total (M/F)								24 34

(B) Number of non-teaching positions in the Institution

Position	Unit	Non-teaching Staff		Technical Staff		Total	
Sanctioned by the UGC/University/State Government	Grant-in-aid	27				27	
	Recruited	23				23	
		M	F	M	F	M	F
		17	6			17	6
	Yet to recruit	4				4	
Sanctioned by the Management/society or other authorized bodies	Self-financing	M	F	M	F	M	F
		6	2	1	1	7	3
	Library				4	-	4
						24	13

21. Qualifications of the teaching staff:

Highest qualification	Professor/Principal*		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers (Grant-in-aid Courses)							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	4	2	6	6	18
M.Phil.			0	0	1	2	3
PG			-	1	3	3	7
Faculty of M.B.A./B.B.A./B.Com. (CA)/B.Com.(NG)							
Ph.D.	-	-	1	-	2	2	5
M.Phil.	-	-	-	-	1	1	2
PG	-	-	-	-	5	8	13
Part-time /Contributory teachers							
Ph.D.						2	2
M.Phil.							
PG					2	6	8

22. Number of visiting Faculty/Guest Faculty engaged with the College.

Guest Lectures only

23. Furnish the number of the students admitted to the college during the last four academic years.

B.Com. Part I (Grant- in -aid)

Categories	Year 1 (2014-15)		Year 2 (2013-2014)		Year 3 (2012-2013)		Year 4 (2011-2012)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	08	31	17	27	21	29	13	38
ST	07	14	06	11	11	05	07	11
OBC	22	28	29	36	29	36	22	40
General	129	195	137	156	121	168	221	77
Others	08	22	09	24	20	18	09	13
Total	174	290	198	254	202	256	272	179
Grand Total	464		452		458		451	

B.Com. Part I (Self-financing)

Categories	Year 1 (2014-15)		Year 2 (2013-2014)		Year 3 (2012-2013)		Year 4 (2011-2012)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	3	9	4	6	4	1	1	9
ST	1	3	1	1	0	0	1	2
OBC	7	9	3	3	14	2	12	12
General	15	24	33	21	42	25	31	28
Others	11	14	3	3	1	4	2	1
Total	37	59	44	34	61	32	47	52
Grand Total	96		78		93		99	

B.Com. (Computer Application) Part I (Self-financing)

Categories	Year 1 (2014-15)		Year 2 (2013-2014)		Year 3 (2012-2013)		Year 4 (2011-2012)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	5	4	6	3	5	4	7	9
ST	0	1	1	0	1	1	5	1
OBC	0	3	6	7	8	8	16	19
General	5	7	29	23	30	20	35	11
Others	6	4	6	3	3	4	2	1
Total	16	19	48	36	47	37	65	41
Grand Total	35		84		84		106	

B. B. A. Part I (Self-financing)

Categories	Year 1 (2014-15)		Year 2 (2013-2014)		Year 3 (2012-2013)		Year 4 (2011-2012)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	3	3	8	7	8	6	9	10
ST	1	0	0	2	1	0	1	0
OBC	6	0	7	5	5	8	11	10
General	22	8	28	21	23	17	45	21
Others	3	0	9	5	8	8	5	2
Total	35	11	52	40	45	39	71	43
Grand Total	46		92		84		114	

M.Com. Part I (Grant-in-aid)

Categories	Year 1 (2014-15)		Year 2 (2013-2014)		Year 3 (2012-2013)		Year 4 (2011-2012)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	08	13	10	15	11	12	04	25
ST	05	04	01	01	02	01	03	02
OBC	12	15	12	14	15	17	26	17
General	58	77	39	68	43	39	46	45
Others	06	02	02	07	05	03	08	06
Total	89	111	64	105	77	72	87	95
Grand Total	200		169		148		182	

M.B.A. Part I (Self-financing)

Categories	Year 1 (2014-15)		Year 2 (2013-2014)		Year 3 (2012-2013)		Year 4 (2011-2012)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	02	03	06	09	01	01	04	01
ST	00	01	00	02	00	00	00	02
OBC	02	08	12	07	07	07	07	08
General	05	07	12	06	13	18	12	23
Others	09	07	03	03	05	08	02	01
Total	18	26	33	27	26	34	25	35
Grand Total	44		60		60		60	

24. Details on students' enrolment in the college during the current academic year: 2015-2016

Type of students	UG		PG		Total
Students from the same state where the college is located	Grant-in-aid		Grant-in-aid		
	B.Com. I	440	M.Com. I	205	
	B.Com. II	376	M.Com.II	157	
	B.Com.III	338			
	Total	1154	Total	362	1516
	Self-financing				
	B.Com. I	75			
	B.Com. II	68			
	B.Com.III	47			
	Total	190			190
	B.Com.(CA) I	82			
	B.Com.(CA) II	26			
	B.Com. (CA)III	35			
	Total	143			143
	B.B.A. I	106	M.B.A.I	54	
	B.B.A. II	21	M.B.A.II	29	
	B.B.A.III	45			
	Total	172	Total	83	255
Total		1659		445	2104
Students from other states of India	Grant-in-aid		Grant-in-aid		
	B.Com. I	20	M.Com. I	12	
	B.Com. II	13	M.Com.II	06	
	B.Com.III	25			
	Total	58	Total	18	76
	Self-financing				
	B.Com. I	18			
	B.Com. II	19			
	B.Com.III	15			
	Total	52			52
	B.Com.(CA) I	28			
	B.Com.(CA) II	04			
	B.Com. (CA)III	20			
	Total	52			52
	B.B.A.I	14	M.B.A.I	03	
	B.B.A. II	05	M.B.A.II	05	
	B.B.A.III	12			
	Total	31	Total	08	39
Total		193		26	219
Total Students	1852		471		2323
NRI Students	0		0		0
Foreign Students	0		0		0
Total	1852		471		2323

Total [Grant-in-aid B.Com.(1212)+ M.Com.(380)=1592]+Total [self-financing B.Com. (242)+ B.Com. (CA)(195+B.B.A.(203)+ M.B.A. (91)= 731]== 2323

25. Dropout rate in UG and PG (average of the last two batches)

Courses	Drop-out (2014-15)	Drop-out (2013-14)	Average of last 2 batches
UG (grant-in-aid)	27.7%	30.15%	28.9%
UG (self-financing)	23.23%	34.31%	28.77%
PG (grant-in-aid)	17.15%	28.37%	22.76%
PG (self-financing)	19.29%	21.81%	20.55%

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled) **For 2014-15**

(a) Including the salary component:

UG/PG (Grant): Rs.23, 391/-

UG/PG (Self-financing): Rs.14, 088/-

(b) Excluding the salary component

UG/PG (Grant): Rs.1, 668/-

UG/PG (Self-financing): Rs. 5,096/-

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes

☐

No

☒
28. Provide Teacher-student ratio for each of the programme/course offered:

For 2015-16

Sr.No.	Course/s	No. of Teachers	No. of Students	Teacher-student ratio
1	B.Com. (Grant-in-aid)	28 + 8 (contributory)	1212	1:34
2	B.Com. (Self-financing)	4 + 4 (Contributory)	242	1:30
3	B.Com. (CA) (Self-financing)	7 + 3 (Contributory)	195	1:20
4	B.B.A. (Self-financing)	4 + 4 (Contributory)	203	1:25
5	M.Com.(Grant-in-aid)	19 + 2 (Contributory)	380	1:18
6	M.B.A. (Self-financing)	6 + 1 (Contributory)	91	1:13

29. Is the college applying for

☐☐☒

Accreditation: Cycle 1 Cycle 2 **Cycle 3**
Re-Assessment: No.

30. Date of accreditation*(applicable for cycle 2, cycle 3 and cycle 4 and re-assessment only)

Cycle 1: **13/9/2003**. Accreditation Outcome/ Result: **(B+)**

Cycle 2: **22/12/2009**. Accreditation Outcome/ Result: **(B) (Score = 2.87)**

Cycle 3: **Applied for Re-accreditation**

31. Number of working days during the last academic year.

225

32. Number of teaching days during the last academic year.

(Teaching days means days on which lectures were engaged excluding the examination days)

213

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC: 07/05/2004

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (I) 2010-11 (25/01/2012)

AQAR (II) 2011-12 (29/09/2012)

AQAR (III) 2012-13 (04/10/2013)

AQAR (IV) 2013-14 (20/05/2015)

35. Any other relevant data (not covered above) the college would like to include:

- The college is applying for autonomy in 2015-16.
- The college's proposal for CPE, DD KAUSHAL are still awaiting UGC's approval.
- Applied to UGC for the construction of Girls' Hostel and Indoor Sports Complex; approval awaited.
- Applied to the UGC for NET/SET Coaching, Entry into Services, Remedial Coaching, and add-on courses; approval awaited.
- Applied to the UGC for an International Conference on Economics and a national conference on Gender Sensitization; approval awaited
- The college is an accredited centre for all-India CA/CS examinations

- It is also the centre for all UPSC/MPSC/Banks/NET-SET/and other competitive examinations in addition to Summer/Winter University examinations.
- The college is also often selected as a centre for variety of activities by Central and state government machinery owing to its facilities and infrastructure
- Services of Teaching/Non-teaching staff regularly engaged by the Government for various activities like elections, voters' awareness, staff selection process including paper-setting and interviews.
- Meritorious performances of students in all activities
- Teachers excelling in research and publications
- The college management celebrated its centenary in 2014-15; the centennial was graced by the Hon'ble President of India, Shri Pranab Mukherjee alongwith the Governor and the Chief Minister of Maharashtra as well as the Union Minister for Transport and Highways Shri Nitin Gadkari, who is also our alumnus, among others.

CRITERION I

CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1. State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

G.S. College of Commerce and Economics, Nagpur, was established in 1945 by Shiksha Mandal, Wardha, to fulfill the requirement of Commerce education in the region during the pre-Independence period.

Shiksha Mandal, Wardha, an educational trust, was founded in 1914 by Shri Jamnalal Bajaj, a close associate of Mahatma Gandhi. From the very inception, and held true even today in its centenary year, Shiksha Mandal's bearings have been thus inspired and guided by Gandhian philosophy. As a matter of fact and history, the first ever national conference on '*Nai Talim*', presided over by Gandhiji where he gave a call of "Education for Indians by Indians," was hosted by Shiksha Mandal, Wardha in 1937.

It was against the background of this call that the first Commerce College in Central India and the Nagpur University, i.e. G. S. College of Commerce, named after a noted philanthropist Seth Govindram Seksariya, was set up at Wardha in 1940, followed by G. S. College of Commerce & Economics, Nagpur in 1945 with a vision to produce high-quality professionals and entrepreneurs who would contribute to the nation's wealth as encapsulated in our college logo "*Udyoginam Purushsinham Urpeti Laxmi*" which means "Industrious and Lion-hearted Men Generate Wealth." The college is truly committed to this vision and well on course of achieving this mission and the following set of objectives:

OUR MISSION/OBJECTIVES

- To impart theoretical as well as professional instruction in different fields of commerce education.
- To provide all possible facilities to build up personality and character of students.
- To inculcate among students love for our country, national unity, and habit of social service.
- To make students conversant with current knowledge in the field of commerce and industry, and to create awareness about global scenario in the fields of trade, commerce and industry.
- To develop among students the capacity to be efficient managers, responsible businessmen and administrators.

The vision, mission and the objectives of the institute are communicated to various stakeholders as follows:

STUDENTS:

- The vision and objectives of the college and management are well documented in the college prospectus which is published at the beginning of academic session.
- At the beginning of the session, Principal addresses all the newcomer students (Part I classes) to inform them about the ethos, aims and objectives of the college, Shiksha Mandal's legacy and our expectations from students in general.
- As per our tradition, Shiksha Mandal functionaries also address the students through assemblies and other appropriate programmes like Initiation Ceremonies, Students-felicitation/Prize Distribution etc. and highlight the mission/objectives of the college and management.
- We also communicate about our mission/objectives through various guests and alumni whom we invite from time to time.
- Further, the vision and the objectives are emphasized through various souvenirs brought out on special occasions like Silver Jubilee/Golden Jubilee/Conferences, and also the College Magazine.
- The programmes conducted for achieving academic and extra-curricular goals are notified well in advance through the academic and activity calendars/notices/time-tables etc. at the beginning of the session.
- Students are also given 'Vichardhan', a compilation of inspirational quotes published by Shiksha Mandal, at the beginning of the session.

TEACHERS/STAFF:

- The vision and objectives of the College and Management are put across before teachers/staff at the time of recruitment itself. College also circulates among staff members the UGC's 'Code of Professional Ethics' among teachers as well as their General Service Conditions.
- At the beginning of the session, Principal addresses all the teachers/staff and sets before them the bench-marks and targets for the session vis-à-vis the college objectives and academic performance.
- Our Management also conducts for new teachers a pre-induction interaction session where new teachers are oriented into Shiksha Mandal ethos.
- Aims and objectives of the institution and action being taken for fulfillment of the same are also statutorily on the agenda of Staff Council and Local Managing Committee (LMC) meetings where teachers/ staff members have representation.
- The communication also takes place at the HOD's and coordinators' level.
- Suffice to say that commitment to the aims and objectives of the institution is at the very root of our teachers' existence in the college and therefore all the teachers/staff are constantly made aware of the same in every possible manner.

PARENTS:

- Parents get to know about the College's and Shiksha Mandal's aims and objectives for the first time when they visit the college and interact with teachers

at the time of counselling for admission when they are told about what G.S. College stands for.

- They also get the details from the college prospectus and the college website.
- They are further informed about the college's mission and their wards' role in its fulfillment through the regularly conducted P/T meets.

ALUMNI:

- The college has established a network of alumni for internships and placement.
- The alumni, already aware of the college's vision and mission, are invited to the college programmes on a regular basis. There are also alumni meets where alumni are updated on the recent developments and their views on the same are solicited.

EMPLOYERS:

- Employers are communicated about the college's vision and mission through information brochures that we send for inviting them for campus recruitment.
- The college objectives are also shared with them during the campus recruitment.

SOCIETY:

- Whenever the college organizes conferences or events, invitations are sent to other colleges and also the prominent members of the society. The brochures invariably include the details regarding college's vision and mission.
- Our teachers are routinely invited as resource persons and guests by other organizations where they share the college's mission with audience.

The college and Shiksha Mandal constantly strive to achieve the college's stated mission and therefore ensure that all the stakeholders are totally aware of the same.

1.1.2. How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The college has devised its own Action Plan for effective implementation of the various components of the curriculum as follows:

(I) TEACHING/LEARNING ACTIVITY

(A) Allocation of subjects and teaching workload to teachers:

In the beginning of the session, Principal and HOD's allocate the subjects and workload to teachers as prescribed by the University/UGC/AICTE/Government. While allocating subjects, teachers' views are solicited to ensure that all teachers get the right subjects and the right medium for maximum teaching-learning output.

(B) Preparation of Time-table:

After the subject allocation, department-wise, class-wise and teacher-wise time tables are prepared by the respective HOD's and circulated among teachers and students.

(C) Submission of Teaching Plan by teachers:

- All the faculty members communicate the whole curriculum to students at the beginning of academic session.

- All the faculty members prepare their teaching plans according to prescribed teaching units and teaching hours, and also as per the academic calendars of the University and the college.
- The teaching plans are submitted to Principal/HOD's through academic diaries which all the teachers receive at the beginning of the session.

(D) Classroom teaching with traditional and innovative teaching methodologies:

- The college practices both conventional and innovative teaching methodologies for effective learning.
- Besides the traditional lecture method and black-board work, our teachers make regular use of ICT-enabled teaching methods like PPT presentations and e-Board. There is also a comprehensive use of other A/V aids like TV for the telecast of budget, showing videos of important speeches by renowned professionals, professors, economists etc., documentaries, and educational software.
- Teachers also prescribe home assignments, projects, case studies for independent learning and also promote interactive learning through group discussion and classroom seminars.

(E) Periodic Review of transacted syllabus by HOD's and Principal:

- Principal/ HOD's monitor the progress of syllabus through periodic reviews of academic diaries which are also subjected to scrutiny by the Management.
- The diaries also help teachers keep daily record of their co-curricular and extra-curricular activities in addition to their daily teaching assignments.

(II) TESTING/EVALUATION

(A) Constitution of Examination Committee:

- In the beginning of the session, Examination Committee is constituted to coordinate entire internal assessment mechanism in various departments.
- The University syllabus is usually divided in units and sub-units and it prescribes minimum two unit tests and a term examination as well as home assignments and viva-voce for both semester and annual pattern examinations.
- Accordingly, the Examination Committee plans its schedules for unit tests, test examinations and also the viva-voce.

(B) Conduct of Examinations:

• Unit Tests:

All teachers for all subjects conduct unit tests as per the schedule notified by Examination Committee. Question papers are set by teachers and answer-books are supplied by the college. Answer-books are returned to students and mark-sheets are retained by teachers with a copy to Examination Committee. As per the University guidelines, minimum two unit tests are required to be conducted. However, our teachers also go for the class tests after completion of sub-units to check the comprehension level of students.

• Test/Term Examinations:

Test Examination is conducted in the second half of the session after syllabus is

completed. The question papers are set exactly as per the University pattern and all due procedures of paper-setting, moderation, proof-reading etc. are followed. In every sense, the test examination is meant to be a dress rehearsal for the final University examination and thus the whole activity is carried out with utmost earnest. The assessed answer-books are returned to students and counselling on performance is done by teachers while distributing answer books.

- **Home Assignments/Projects:**

Students are required to submit minimum two home assignments as a part of their internal assessment. We, however, ask our students to submit minimum four assignments, one for each unit, throughout the session. There is also considerable project work for some courses. Home assignments/Project work are taken into account while awarding Internal Assessment (I/A) marks.

- **Viva-Voce:**

For the conduct of Viva-Voce, the Examination Committee forms panels comprising subject teacher, subject expert and Principal's nominee.

Viva-Voce is scheduled after test examination and performance of students in test examination is taken into account for the award of I/A marks.

(C) Maintenance of Records/Submission of Marks to the University:

The Examination Committee maintains all records of assessment since the performance of students in these internal examinations is taken into account at the time award of I/A marks to be dispatched to the University.

After the award of I/A marks by teachers, the HOD's and Principal effect moderation, if required, and marks are dispatched to the University both on-line and off-line.

(III) CONDUCT OF CO-CURRICULAR ACTIVITIES

For the fullest possible implementation of the curriculum, the college also puts premium on the organization of various co-curricular activities to offer students optimum learning experiences. The following are the stages involved for implementation of co-curricular activities:

- **Formation of Committees and Cells:**

Various committees/cells are constituted to streamline the conduct of all curricular, co-curricular and extra-curricular activities. Each committee has a convener/coordinator and also members who plan their yearly programmes in consultation with Principal who is the Chairman of all committees/cells.

For the conduct of add-on/value-addition courses, coordinators are appointed who plan and implement their programmes as per the decided schedules.

- **Submission of activity calendars by committee/cell conveners:**

Each committee submits its plan of activities for the year. On the basis of these plans, a comprehensive academic/activity calendar is prepared by the college.

- **College Academic/Activity Calendar:**

After the submission of yearly activity plans/schedules by all committees/departments, a comprehensive Activity Calendar for the entire college/all

departments is prepared.

- **Submission of Activity Reports by Conveners/Coordinators:**

At the end of the session, all committee/cell conveners present their annual reports in a special College Council meeting. The reports are also published in the college magazine '*Rashtradhan*'.

(IV) CONDUCT OF EXTRA-CURRICULAR ACTIVITIES

All-round development of students is an objective of each and every curriculum. To take care of this side of curriculum the college has developed an effective Action Plan whereby each student has to participate in any of the NSS/ Adult & Continuing Education (ACE)/NCC/Games/Cultural /Debates/Essay Writing etc. competitions. The same is announced in the college prospectus with a promise of incentive marks. At the time of admission itself, students have to give options regarding their preferences in Extra-Curricular Activities.

Further,

- All committee conveners have to plan their activities and schedules and submit the same to Principal for approval since most of these activities entail some expenditure and have to operate within a budgetary frame.
- Students are encouraged to participate in NCC/NSS camps, awareness programmes, and both in-house and extra-mural competitions organized by other colleges/organizations. Incentive marks are promised to students for participating in NSS, Adult & Continuing Education, NCC, Sports, and Cultural activities.

As an affiliated college, the college pursues the academic activity as per the prescribed lines and instructions by the parent University. At the college level, we devise our own systems to supplement the University programmes for the maximum curricular, co-curricular and extra-curricular activity output and for the achievement of the goals and objectives of the college.

1.1.3. What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

(A) Support from the University:

- Every time there is an introduction of a new subject or a course, the University organizes orientation courses, and workshops teacher-training programmes.
- University's Academic Staff College (ASC) also conducts orientation and refresher courses to which our teachers are deputed on a regular basis.
- University also conducts faculty development programmes for teachers in ASC.
- All the Research Projects are forwarded to the UGC by University.
- University sets up LEC's (Local Enquiry Committees) which visit the college for granting affiliation/recognition to new/existing courses.
- University has started 'Jeevan Shikshan Abhiyan' for the conduct of add-on courses in affiliated colleges.

- University has set up a Student Welfare Fund for needy students for fulfilling their educational needs.
- University gives financial assistance for the conduct of NSS activities.
- University has instituted ‘Best Principal’, ‘Best Teacher’, and ‘Best Researcher’, awards for motivating teachers.

(B) Support from the Institution:

- At the institutional level, the college provides to teachers all the facilities which include unlimited access to library, purchase of text and reference books/periodicals/journals as per their recommendations, computers and laptops, free internet, separate cabins and other infrastructural back-up. The college provides to students and teachers the best possible facilities for the creation of ideal academic atmosphere and ambience for effective T/L (Teaching-Learning) activity.
- The college encourages faculty members to refer journals, periodicals, magazines, newspapers, publications, and various e-resources to acquaint themselves with the current trends and knowledge for the effective implementation of curriculum
- The college also motivates the faculty members to attend seminars, orientation and refresher courses, workshops, faculty development programmes organized by the UGC/ASC and other institutions. The expenditure incurred for the delegate fees, travel, lodging/boarding etc. is borne by the college within admissible limits. The teachers are also given Duty Leave for attending these programmes.
- The college also organizes its own FDP’s for in-house teachers and invites renowned experts as resource persons.
- In order to encourage and enable teachers to use innovative teaching-learning methods the college has made available all the modern gadgets like e-board, LCD projectors, laptops and educational software in addition to usual A/V aids. We have one dedicated room for the use of e-board/PPT presentations.
- The college has set up an NRC equipped with computers/internet/printers etc. within the college library for teachers.
- All HOD’s/coordinators have been given laptops and dedicated spaces.
- Teachers are encouraged to write text-books for those subjects where study material is not available.
- The subject notes that the teachers prepare for students are processed and printed by the college.
- The college has set up a Research Cell to make available to faculty members all the resources for research activity. It has resulted into a large number of research projects being awarded to the college.
- Our Management has created for teachers a special corpus fund for seed money leading to a healthy research atmosphere in the college.
- Our Management also offers financial and logistic support for the conduct of educational tours, field and industry visits, and other excursions.
- Our Management also sponsors Guest Lectures and talks by eminent scholars for the benefit of both students and teachers.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agencies.

For the effective delivery and transaction of curriculum, the college has taken the following initiatives:

- **Comprehensive planning of academic activities:**

All teachers are required to submit their teaching plans/activity schedules through their academic diaries to the HOD's/Principal.

This helps the periodic monitoring of all curricular transactions of teachers as well as the conduct of co-curricular and extra-curricular activities.

In addition to regular teaching, the college also has initiated the conduct of bridge courses for non-Commerce students and remedial coaching for weak students.

- **Comprehensive Internal Assessment Mechanism:**

The college has set up an elaborate I/A mechanism which involves the conduct of subject-wise class tests, unit tests, term examinations, practical examinations, viva-voce, dispatch of marks to the university etc.

Owing to the well-regulated systems, all internal examinations are conducted as per the given schedules and the marks are dispatched to the university in time.

- **Delivery and transaction of syllabus through innovative T/L methods:**

For an effective delivery of syllabus, the college has introduced quite a few innovative T/L methods like student seminars, case studies, projects, group discussions, preparation of commerce-specific models and charts, role play etc.

- **Use of ICT in T/L activity:**

The college has also made available to its teachers and students sufficient facilities and infrastructure for ICT-enabled T/L activity.

We have also set up NRC for our teachers and provided computer facility with 10 MBPS internet service. We were among the first few colleges to install the 10MBPS optical fibre internet.

We have also subscribed to INFLIBNET's N-LIST and J-Gate facility for e-resources. All teachers are required to transact minimum 40% of syllabus through ICT-enabled T/L methods. For students ICT-enabled projects/competitions are organized.

- **Faculty Empowerment Programmes:**

In order to build competencies in teachers and to equip them with the latest teaching technologies, college organizes in-house FDP's/workshops/, guest lectures etc.

The college has in fact set up Faculty Empowerment Cell which conducts teachers' training programme from time to time. The college also deputed teachers to other institutes of higher education for seminars and conferences or academic visits.

- **Introduction of complementary/value-addition courses:**

To complement and supplement the basic syllabi, the college has introduced over a dozen value-addition courses which not only serve the purpose of curriculum enrichment but also develop students' competencies in terms of skills and employability. We have also started some English language and Computer courses for global competencies.

- **Introduction of innovative Co-curricular Activities:**

In order to complement the curricular activity, the college has introduced some innovative co-curricular activities like Company Analysis, Commerce Quiz, Commerce Exhibition, Commerce Lab activities, Language Study Circle activities, Film Society activities, competitions for financial news analysis and case studies etc. We also organize regular events like 'GS-COMNEXT', 'SHODH' and 'TECH-PRO' where some subject specific competitions are organized.

- **Inviting Resource persons for the subjects/topics related to Corporate/Industry:**

We regularly invite resource persons/guest faculty from corporate/industry to share their views on the related topics on the syllabus.

- **Tie-up with Industry for internships/placement and add-on courses:**

We have already signed an MOU with TCS for conducting a BPS (F&A) course, while have entered into arrangement with NSE for their NCFM course, with MKCL for PFM course, and with Cambridge English for BEC course. Recently, we have also tied with Tally Education for the conduct of Tally Course.

We have also tied up with the local CA's for internships and are in the process of finalizing MOU with BMA, NVCC and major retailers for more internships and academic partnership.

- **Industrial Visits/Study Tours:**

For the practical component of syllabus, we conduct field visits and industrial and environmental tours for our students.

CONTRIBUTION:

- The faculty of the college is often involved by the University in drafting syllabi of various Commerce courses.
- The faculty drafted the syllabus of MBA (RM) and submitted it to the University.
- The college faculty drafted the syllabus of UGC's B.Voc. (Finance & Accountancy) Course and sent it to the UGC for approval. Later the course was re-sent to the UGC under DD KAUSHAL scheme.
- We have designed some new courses in anticipation of our proposed autonomy.
- Our teachers have written many text-books for the newly introduced subjects.
- Our teachers have published a large number of research articles.
- Our teachers are invited as resource persons by other institutions.
- Our teachers are working as paper-setters/examiners/supervisors for University examinations.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

In order to maximize the delivery and transaction of the curriculum, the college remains in frequent touch with the industry, research bodies and university etc. through networking and interactions as follows:

INDUSTRY:

A number of our former students are occupying prominent positions in Industry and corporate world. Every now and then, we invite them to the college programmes and seek their views on the curriculum, its relevance and potential to offer employment, or industry's expectations from the present batches of students etc.

During the last 5 years, for example, we have had interactions with Shri Ramesh Chandak, CMD, KEC International, Mumbai; Shri V. Jeyaraman, Chief Financial Officer, Bajaj Allianz; Shri Tarun Das, Ex-Director General of CII, New Delhi; Shri Manish Nuwal, Executive Director, Solar Industries India Ltd., Nagpur; Shri Jaydeep Shah, Ex-President ICAI, New Delhi; Shri Nilesh Sathe, Director and CEO, LIC NOMURA, Mumbai; Dr. S.D. Page, HOD, IT, National Insurance Institute, Pune among others. We also are fortunate to have constant interactions with Shri Rahul Bajaj, CMD, Bajaj Auto Ltd. and Shri Shekhar Bajaj, CMD, Bajaj Electricals, who give us valuable inputs on industry's requirements vis-à-vis the commerce curricula.

- We also invite eminent people from industry as resource persons
- On the basis of feedback received through interactions with the above, we have started in the college some value addition courses to boost the skill and knowledge components of students.
- We have also recently tied up with TCS and NSE for the conduct of BPS (F/A) and NCFM courses respectively.
- We also organize industry visits for our students and teachers with a view to get firsthand knowledge about industry and its systems. We have so far visited companies like BAL, Infosys etc. Recently, we visited NSE and RBI.
- We also write to industry and invite them to our college for campus recruitment.

RESEARCH BODIES:

The college has developed a very healthy research environment with over a dozen teachers working on various research projects approved by UGC/ ICSSR/IIPA etc.

- We have also submitted two completed major research projects to UGC and IIPA.
- Similarly, there are over half a dozen Ph.D. supervisors in the college who are also interacting with different bodies for their research projects.
- The college also has applied to the RTM Nagpur University for being recognized as the 'Centre for Higher Learning and Research'; approval awaited.

UNIVERSITY:

G. S. College, Nagpur has always been inextricably linked with the University's Commerce Faculty from the very beginning. Being the first commerce college in the city and only the second in the university, the affairs of the University's Commerce Faculty were literally controlled by the college. The college has played a pivotal role in structuring and restructuring the syllabi of various courses/subjects in the Faculty of Commerce. In the past, our teachers had occupied key positions as Vice-Chancellors, Deans, Chairmen/Members of BOS, Members of Management Council and Academic Council, Senate etc.

Today, we are not so much involved with University affairs but whenever required,

we do communicate to the University our views on any pertinent issue.

Lately, for example, we had written to the University about amending the question pattern/marking scheme of the restructured B. Com. Course. University took cognizance of the same and effected necessary changes.

Interaction with the university also takes place for various procedural issues like NOC's for appointment and approval of teachers, appointment of experts on the selection committees, local enquiry committees etc.

Faculty members are also routinely appointed as experts on selection committees /LEC's, as paper-setters and examiners and supervisors by the university.

We also depute our teachers to various university programmes, workshops, conferences etc. resulting into a very fruitful interface with the parent university.

Suffice to say that the college is enjoying a very healthy and fruitful relationship with the University for mutual benefit.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

As mentioned earlier, we have enjoyed a very healthy relationship with the University for all academic purposes including the development of curriculum from the very inception of the University's Commerce Faculty. Some of our significant contributions toward the development of curriculum of various courses in the recent past are as follows:

- Our MBA department drafted the syllabi of MBA (Rural Management) and submitted it to the University for approval in 2013.
- The Department of English in the college organized a workshop of all English teachers in the University and drafted the syllabi of English language for B.Com., B.Com. (Computer Application) and B.B.A. in 2006. The syllabi have been since implemented.
- Our teacher Dr D.C. Jain was invited by the university to finalize the syllabus of Accountancy for B.Com./M.Com. Courses.
- Our Principal Dr N.Y. Khandait has been nominated by the Vice-Chancellor on the Advisory Committee of the Academic Staff Council.
- Recently we suggested to the university some changes in the question pattern/marking scheme of B.Com course which have been accepted.
- Our teachers are also nominated on the bodies of other universities.
- The feedback/suggestions regarding curriculum as received from teachers/students and other stakeholders are passed on to the members of BOS for necessary action.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If

‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

In addition to the regular university courses, the college has also designed some need-based, career-oriented, value addition/add-on courses as follows:

1. Certificate Course in Computerized Accounting

- **Need:**

Computerized Accounting Skills are now a must for all Commerce students. In order to enhance the accounting skills of the students and thereby their employability, we expose our students to various accounting packages like Tally and their practical application.

- **Design:**

The course has been designed by teachers of Commerce and IT department.

- **Development and Planning:**

The course is started after inviting applications for enrolment. We have fixed an intake capacity of 30 students. The course duration is that of 6 months and it is handled by both in-house and guest faculty.

The progress of the course is monitored through internal testing of theory and practical components culminating in the final examination leading to the award of certificate. From 2015, we are also associating with “Tally Education” for the conduct of this course.

2. Certificate Course in Basic Computer Skills

- **Need:**

Computer skills are regarded as a global competency. We started this course for those students who do not opt for IT as one of the optionals in their B. Com. The course covers the fundamentals and aims at equipping the students with basic skills/computer literacy.

- **Design:**

The course has been designed by the faculty members of IT department.

- **Development and Planning:**

The course is started after inviting applications for enrolment. We have fixed an intake capacity of 60 students. The course duration is that of 6 months and it is handled by in-house faculty.

The progress of the course is monitored through internal testing of theory and practical components. Certificates are awarded after the successful completion of the course. From 2015, we are associated with “Digital India Campaign”.

3. Certificate Course in English Proficiency

- **Need:**

Students of Marathi and Hindi mediums are often found wanting in English Communication Skills in comparison with their English medium counterparts. In

order to take care of their needs, this course was launched in 2009-10. The course aims at enhancing the basic English language skills of students with a focus on vocabulary and communication.

- **Design:**

The Course is designed by the faculty members of the English Department.

- **Development and Planning:**

Though the course is basically designed for the students of Marathi and Hindi medium students, we invite applications from English medium students as well. We have fixed an intake of 60 and the course duration of four months. The course is predominantly handled by our own faculty though we also invite guest faculty every now and then. Students are provided with study material and course book designed by teachers and published by the college.

The evaluation is done through internal assessment through written and oral testing and certificates are awarded after the successful completion of the course.

From 2015-16, this course has been aligned with the University's 'Jeevan Shikshan Abhiyan'.

4. Certificate Course in Business English

- **Need:**

This course has been introduced from 2014-15 in order to strengthen the Business Communication skills in English of commerce students with a view to enhance their employability and workplace communication skills.

- **Design:**

The course has been designed by the faculty of the Department of English.

- **Development and Planning:**

The enrolment is open to all mediums but intake is restricted to 25 students on first come first serve basis. The course duration is of 3 months. The course is handled by the in-house faculty.

The evaluation is done through internal assessment through written and oral testing and certificates are awarded after the successful completion of the course.

From 2015-16, this course has been aligned with the University's 'Jeevan Shikshan Abhiyan'.

5. Certificate Course in Creative Writing and Communication Skills in Hindi

- **Need:**

This is a special course that we have launched for the students of Hindi in view of our Hindi Linguistic Minority status. It focuses on the general communication aspects in Hindi in order to enhance the employability of students. This course has also been aligned to the University's Jeevan Shikshan Abhiyan scheme.

- **Design:**

The course has been designed by the faculty of the Department of Hindi.

- **Development and Planning:**

This course is only for Hindi medium students or those who have opted for Hindi as a second language. It is a 6 month course with an intake of 60. The course is handled by the in-house faculty.

The evaluation is done through internal testing and assessment mechanism and certificates are awarded after the successful completion of the course.

The other add-on courses of TCS's BPS, NSE's NCFM, MKCL's PFM, and Cambridge English's BEC etc. are conducted as per the syllabi prescribed by the franchisers.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The model UGC curriculum for Commerce of 2001 mentions some objectives of the commerce curriculum which we try to achieve in the following manner:

- **Imparting Knowledge:**

This is achieved through systematic academic planning, teaching through traditional and innovative teaching methods, practical/lab work, bridge courses, remedial coaching; by providing necessary infrastructure, learning resources and facilities.

- **Conceptual Understanding:**

For conceptual understanding of the key Commerce concepts, teachers rely on the practical and procedural teaching methods so that students not only recognize the concept but also know its applicability. Through the generous use of case study method, student seminars, model and chart preparation, field visits and industrial tour etc. the conceptual understanding is achieved.

Conceptual understanding is tested through regular Q/A method, unit tests, term examination, orals, home assignments/project work, and interaction with students.

- **Skill Orientation:**

Through practical/lab work, student seminars, preparation of models, skill development courses of Computerized Accounting (Tally) and English courses etc.

- **Global competencies:**

As English is fast emerging as a global language, efforts are being made to develop competency in English by conducting some university level and international level certificate courses. Global competency is also required in the use of computers. In view of the above, the college has introduced some Computer courses.

- **Innovativeness:**

Through innovative T/L methodology, use of ICT-enabled techniques, field visits, industrial tours, classroom seminars, PPT competitions, Study Circle activities.

- **Multi-disciplinary profile of the courses:**

Through the combination of Commerce and IT in B. Com., B.Com.(Computer Application), B.B.A., M.Com. and M.B.A. Courses.

- **Flexible Cafeteria Approach:**

As per the system, all university syllabi are designed as per the actual needs of stakeholders in consonance with the cafeteria approach. At the college level, we also offer courses like CA-CPT, CS-F, EPC, TCS's BPS, NSE's NCFM, and MKCL's PFM etc. as per the demands of students and parents.

- **All-round Development:**

Through the conduct of extra-curricular activities like debate, elocution, essay writing, cultural programs, sports, extension activities through NSS/NCC/Adult Education wings, reading/writing habits through language study circle, in-house/extra-mural competitions, personality development/ soft-skill development programmes etc.

- **Employability:**

Through Career Guidance Cell programmes, sessions on PD/GDPI techniques, NET/SET & Competitive Examination Guidance, campus recruitment drives etc.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

In order to achieve the overall objectives of the curriculum and also to fulfill the academic needs of students, the college offers a variety of skill-oriented, career-oriented/ value-addition courses. The general objectives of these courses are as follows:

- To supplement the regular courses with additional knowledge inputs
- To enhance the subject-specific and other skills of students
- To inculcate in them the global competencies
- To groom them as professionals and entrepreneurs
- To enhance their employability potential

Details of Add-on courses:

1. Certificate Course in Computerized Accounting:

Year of Introduction: 2013-14

Department/Agency concerned: Commerce & IT, Tally Education

Goal and Objectives:

- To supplement as enrichment the theory portion of syllabus with practical component
- To acquaint and equip students with the latest accounting packages to enhance their accounting skills
- To enhance their employability potential as accountants
- To motivate them for self-employment as accountants

Duration: Six months

Admission procedure: On first come first serve basis for both UG and PG students

No. of seats available: 30

Mode of finance: Self-financing

Syllabus: Designed by Faculty

Faculty: In-house

Teaching/Learning Methodology: Theory, practical, projects

Evaluation: On the basis of performance in theory and practical examinations.

2. *Certificate Course in Basic Computer Skills*

Year of Introduction: 2013-14

Department/Agency concerned: IT, Digital India Campaign

Goal and Objectives:

- To acquaint and equip students with the basic computer skills for computer literacy and for achieving global competencies
- To enhance their employability potential

Duration: Six months

Admission procedure: On first come first serve basis for both UG and PG students

No. of seats available: 60

Mode of finance: Self-financing

Syllabus: Designed by Faculty

Faculty: In-house

Teaching/Learning Methodology: Theory and practical

Evaluation: On the basis of performance in theory and practical examinations.

3. *Business English Certificate*

Year of Introduction: 2013-14

Department/Agency concerned: English, Cambridge English

Goal and Objectives:

- To equip students with the fundamentals of business communication in English
- To enable students to achieve global standards in business English
- To perfect students' communication skills for professional and social conduct
- To enhance their employability potential

Duration: Six months

Admission procedure: On first come first serve basis for both UG and PG students

No. of seats available: 60

Mode of finance: Self-financing

Syllabus: Designed by Cambridge English

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory and Project work

Evaluation: On the basis of performance in on-line theory examinations

4. *Certificate Course in English Proficiency*

Year of Introduction: 2009-10

Department/Agency concerned: English, RTM Nagpur University

Goal and Objectives:

- To equip students with the basic language skills for desired language proficiency.

- To perfect students' communication skills for professional and social conduct
- To achieve global competency
- To enhance their employability potential

Duration: Six months

Admission procedure: On first come first serve basis for both UG and PG students

No. of seats available: 60

Mode of finance: Self-financing

Syllabus: Designed by Faculty

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory and English Language lab work

Evaluation: On the basis of performance in theory and practical examinations.

5. Certificate Course in Business English

Year of Introduction: 2014-15

Department/Agency concerned: English, RTM Nagpur University

Goal and Objectives:

- To equip students with the fundamentals of business communication in English
- To perfect students' communication skills for professional and social conduct
- To enhance their employability potential

Duration: Six months

Admission procedure: On first come first serve basis for both UG and PG students

No. of seats available: 60

Mode of finance: Self-financing

Syllabus: Designed by Faculty

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory and Project work

Evaluation: On the basis of performance in theory and practical examinations.

6. Certificate Course in Creative Writing and Communication Skills in Hindi

Year of Introduction: 2014-15

Department/Agency concerned: Hindi, RTM Nagpur University

Goal and Objectives:

- To perfect students' communication skills in Hindi for professional conduct
- To improve student's writing skills for better performance in the university examinations and to introduce them to writing of functional English.
- To enhance their employability potential

Duration: Six months

Admission procedure: On first come first serve basis for both UG students

No. of seats available: 60

Mode of finance: Self-financing

Syllabus: Designed by Faculty

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory and Project work

Evaluation: On the basis of performance in theory and practical examinations.

7. *Business Processing Services – BPS (Finance & Accounts)*

Year of Introduction: 2014-15

Department/Agency concerned: Commerce, Tata Consultancy Services (TCS)

Goal and Objectives:

- To acquaint students with the various business processing services as supplement and enrichment to the existing syllabi
- To bridge gap between classroom teaching and industry expectation
- To provide horizontal mobility to students of Commerce
- To enhance their employability potential

Duration: Six months

Admission procedure: On first come first serve basis for both UG and PG students

No. of seats available: 30

Mode of finance: Self-financing

Syllabus: Designed by TCS

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory and Project work

Evaluation: On the basis of performance in theory examinations and project work.

8. *NSE's Certification in Financial Markets- NCFM*

Year of Introduction: 2014-15

Department/Agency concerned: Commerce, National Stock Exchange (NSE)

Goal and Objectives:

- To acquaint students with the various aspects of Stock Exchanges as enrichment to syllabus
- To bridge gap between classroom teaching and the real functioning of financial markets
- To provide horizontal mobility to students of Commerce
- To enhance their employability potential

Duration: Three months

Admission procedure: On first come first serve basis for both UG and PG students

No. of seats available: 30

Mode of finance: Self-financing

Syllabus: Designed by NSE

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: On-line, Theory and Project work

Evaluation: On the basis of performance in theory/on-line examinations

9. *Personal Financial Management – PFM*

Year of Introduction: 2015-16

Department/Agency concerned: Commerce, Maharashtra Knowledge Corporation Ltd. (MKCL)

Goal and Objectives:

- To acquaint students with the various aspects of Financial Management as enrichment to syllabus

- To offer students the basic knowledge about maintaining an investment portfolio
- To provide horizontal mobility to students of Commerce
- To enhance their employability potential

Duration: Three months

Admission procedure: On first come first serve basis for both UG and PG students

No. of seats available: 30

Mode of finance: Self-financing

Syllabus: Designed by MKCL

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory and Project work; A/V aids

Evaluation: On the basis of performance in theory on-line examinations and project

10. CA-CPT Guidance Programme

Year of Introduction: 2010-11

Department/Agency concerned: Commerce, Institute of Chartered Accountants of India (ICAI)

Goal and Objectives:

- To offer to students diverse programmes in the Commerce Faculty
- To provide a guidance programme for clearing CA-CPT examination
- To offer value addition to the existing commerce syllabus
- To provide horizontal mobility to students of Commerce
- To enhance their employability potential

Duration: Nine months

Admission procedure: On first come first serve basis for UG students

No. of seats available: 30

Mode of finance: Self-financing

Syllabus: Designed by ICAI

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory

Evaluation: On the basis of performance in theory examination conducted by ICAI

11. CS- F Guidance Programme

Year of Introduction: 2012-13

Department/Agency concerned: Commerce, Institute of Company Secretaries of India (ICSI)

Goal and Objectives:

- To offer to students diverse programs in the Commerce Faculty
- To provide a guidance programme for clearing CS-Foundation examination
- To offer value addition to the existing commerce syllabus
- To provide horizontal mobility to students of Commerce
- To enhance their employability potential

Duration: Nine months

Admission procedure: On first come first serve basis for UG students

No. of seats available: 30

Mode of finance: Self-financing

Syllabus: Designed by ICSI

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory

Evaluation: On the basis of performance in theory examination conducted by ICSI

12. GS-SUN Grooming Programme

Year of Introduction: 2013-14

Department/Agency concerned: All departments and GS-SUN (G.S.College - Skill Up gradation Network of local CA alumni)

Objectives:

- To groom students for internships in industry/corporate
- To offer internships to students with local CA's who are the members of GS-SUN
- To offer value addition to the existing commerce syllabus
- To enhance their employability potential through early corporate exposure

Duration: Nine months

Admission procedure: On first come first serve basis for First Year students

No. of seats available: 60

Mode of finance: Self-financing

Syllabus: Designed by College Faculty and GS-SUN

Faculty: In-house and Guest faculty

Teaching/Learning Methodology: Theory and practical work

Evaluation: On the basis of performance in theory/practical examinations conducted by college.

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

At present the college does not have any dual degree programme.

However, our students can concurrently enroll for professional courses like CA (conducted by ICAI) and CS (conducted by ICSI).

At present, 29 students in the college are pursuing CA studies and are engaged in articleship. Similarly, over 70 students are trying for CA-CPT and over 25 students for CS-F.

In order to take care of such aspiring CA/CS students, the college offers Guidance Programmes for CA-CPT and CS-Foundation.

In addition, the college also offers add-on certificate courses in the form of Computerized Accounting, BPS (A/F), NCFM, PFM, BEC etc. as value-addition.

We also offer NET/SET Guidance to our M.Com. students and competitive examination coaching for all.

We have applied to the UGC/University for B.Voc. (Finance & Accountancy) and Retail Management and DD KAUSHAL courses where students can take admission and get additional diplomas. UGC's approval awaited.

1.2.3. Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- **Range of Core /Elective options offered by the University and those opted by the college:**

As per the university syllabus for **B.Com**, there is a flexibility to choose an elective group from among 04 different elective options of Business Finance, Human Resource Management, Marketing Management, and Information Technology.

The college is offering all the Groups to students as per the following arrangement on the basis of students' preferences.

English Medium: Business Finance, Human Resource Management and IT

Hindi Medium: Marketing Management

Marathi Medium: Human Resource Management

In the revised B.Com syllabus, effective from 2014-15, no optional in core commerce subjects have been provided by the University.

The options are also available for languages. In addition to English, which is a compulsory language, we offer the choice between Hindi, Marathi and Supplementary English as a second language.

For M.Com.(Old course) also the college offered the specialization groups of Finance and Marketing since the same optional are offered at UG level. We also offered Project in lieu of any specialization if desired by students as per the following arrangement:

English Medium: Finance and Project

Hindi Medium: Marketing

Marathi Medium: Marketing

In the new semester pattern M. Com., w.e.f. 2012-13, no optionals are offered.

For M. B. A. there are options in the specialization subjects of Finance, Human Resource Management, Marketing, IT, and Agriculture Business Management.

We offer Finance, Human Resource Management, Marketing, and IT.

For B. Com. (Computer Application) and B.B.A. courses no optionals are available.

- **Choice Based Credit System and range of subject options:**

Provision not available in the University

- **Courses offered in modular form:**

Provision not available in the University

- **Credit transfer and accumulation facility:**

Provision not available in the University

- **Lateral and vertical mobility within and across programmes and courses:**

Lateral Mobility:

There is no provision for lateral mobility in the strictest sense since the university is not offering any dual degree programmes, or CBCS in its curricula.

However, our students can enjoy lateral mobility by registering for CA/CS/ICWA courses while doing their regular UG/PG courses.

They also enjoy the lateral mobility by joining other available certificate/diploma courses both within and without the campus.

Vertical Mobility:

For vertical mobility, our B.Com./B.Com.(C.A.)/B.B.A. students can go for PG programmes of M.Com and M.B.A. in the campus itself. PG students can enroll themselves for Ph.D. both within and without the campus.

Students are allowed to keep terms and move on to the next stage of UG or PG if they clear minimum 50% of their subjects in the qualifying examinations.

Similarly, they are also provisionally admitted in the next class if they apply for reassessment of any un-cleared subject in the qualifying examination.

There is also enough scope in the choice of the add-on courses as well as co- and extra-curricular activities.

- **Enrichment courses:**

In order to enrich the existing curricula implemented in the college, we offer a number of enrichment/value addition courses as described in **1.2.1**.

In addition, the college also organizes a plethora of co-curricular activities to supplement and enrich the course contents in the form of classroom seminars, workshops, Industrial and field tours etc. Some of the select examples of such enrichment programmes are as follows:

- Annual Budget Analysis Sessions
- Commerce Exhibition/Commerce Study Circle Activities
- Company Analysis/Financial news Analysis/Case Studies/Commerce Quiz
- Research Projects
- Language Study Circle Activities
- Guest Lectures on significant developments in the field of Commerce/Industry.

1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

At present, the institution offers the following self-financing courses:

1. **B. Com. (No-Grant)**
2. **B.Com.** (Computer Application)
3. **B.B.A.**
4. **M.B.A.**

1. B.Com. (No-Grant)

We have total 4 sections of B.Com. (2 for English medium and 1 each for Marathi & Hindi medium) on grant-in-aid basis.

B.Com. (No-Grant) section has been granted to us as an additional section by the Government of Maharashtra/University on no-grant basis. Technically, thus, it is not a separate course but the third section of English medium and as such there is no academic or procedural difference except the fee structure.

Fees Structure:

The fee structure of this course is different from grant-in-aid set-up and is decided by the University. The fee is almost the double of what it is for grant-in-aid B.Com.

Admissions:

All admissions are on merit basis.

Since we are a Linguistic (Hindi) Minority institute, we reserve 51% seats out of the intake capacity of 120 for the Hindi speaking minority students domiciled in the state of Maharashtra. The remaining 49% seats are reserved for Open and other categories as per the reservation policy of the State Government.

Teacher Appointments:

Teachers are appointed with the same qualifications on ad-hoc/contributory basis.

Rest of the things like enrolment, examination and evaluation mechanisms are exactly the same as with the grant-in-aid B.Com.

2. B. Com. (Computer Application)

We have been conducting this course from 2006-07.

Syllabus:

The course is a combination of the commerce and computer subjects in the ratio of 40:60 respectively. It is a three year degree course conducted in yearly pattern.

Fees Structure:

It is a permanent no-grant course. The fees structure of the course is determined by University/ Government of Maharashtra. The college does not charge any extra fees.

Admissions:

All admissions are on merit basis.

Since we are a Linguistic (Hindi) Minority institute, we reserve 51% seats out of the intake capacity of 120 for the Hindi speaking minority students domiciled in the state of Maharashtra. The remaining 49% seats are reserved for Open and other categories as per the reservation policy of the State Government.

Teacher Appointments:

The qualifications and pay scales of teachers are the same as applicable to the teachers of grant-in-aid programme. We advertise for the posts every year and appoint teachers on contractual/ad-hoc/contributory basis.

Evaluation:

Internal assessment is done at the college level while external assessment is done by the University for all three years leading to award of degree by the University.

3. B. B.A. (Bachelor of Business Administration)

We have been conducting this course from 2007-08.

Syllabus:

The course is a combination of the commerce and management subjects. It is a three year degree course conducted in yearly pattern. It is generally treated as foundation for M.B.A. programme.

Fees Structure:

It is a permanent no-grant course. The fees structure of the course is determined by University/ Government of Maharashtra. The college collects the same fees from students without charging any extra fees.

Admissions:

Since we are a Linguistic (Hindi) Minority institute, we reserve 51% seats out of the intake capacity of 120 for the Hindi speaking minority students domiciled in the state of Maharashtra. The remaining 49% seats are reserved for Open and other categories as per the reservation policy of the State Government. All admissions are on merit.

Teacher Appointments:

The qualifications and pay scales of teachers are the same as applicable to the teachers of grant-in-aid program. We advertise for the posts every year and appoint teachers on contractual/ad-hoc/contributory basis.

4. M.B.A. (Master of Business Administration)

This course was introduced by the university in 1985-86 and we have been conducting it from 1986-87. The M.B.A. course is approved by the AICTE and DTE, Government of Maharashtra. It is a two year/four semester PG course.

Syllabus:

The syllabus is designed by the University. There are four elective subjects in M.B.A. such as Marketing, Finance, Human Resource, and IT.

Fees Structure:

It is a permanent no-grant course. The fees structure of the course is determined by University/ Government of Maharashtra. The college collects the same fees from students and does not charge any extra fees.

Admissions:

Since we are a Linguistic (Hindi) Minority institute, we reserve 51% seats out of the intake capacity of 60 for the Hindi speaking minority students domiciled in the State of Maharashtra. These admissions are done at the institutional level from among the Hindi minority students having a MH-CET/CMAT or CAT score. The remaining 49% seats are admitted through the University's CAP rounds as per the students' preferences and CET scores. We have surrendered the management quota seats and admit the same seats through CAP or AMMI (Association of Maharashtra Management Institutions).

Teacher Appointments:

The qualifications and pay scales of teachers are as per UGC/AICTE norms. We appoint full-time teachers and pay them as per the norms. We also appoint contractual/ad-hoc and contributory teachers if required.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programmes and the beneficiaries.

In addition to the regular UG/PG courses the college has introduced quite a few skill-oriented add-on programmes relevant to the local, regional and global employment market. These are benefitting our students in terms of both academic growth as well as career advancement as per the following details:

Sr. No.	Name of the Programme	Relevance level of Employment	No. Of beneficiaries				
			2014-15	2013-14	2012-13	2011-12	2010-11
1	Certificate Course in Computerized Accounting	Regional/Global	24	10	-	-	-
2	Certificate Course in Basic Computer Skills	Regional/Global	22	17	36	-	-
3	Business English Certificate (Cambridge English)	Global	24	10	-	-	-
4	Certificate Course in English Proficiency	Regional/Global	50	23	58	21	21
5	Short Term Certificate Course in Business English	Regional/Global	07	-	-	-	-
6	Certificate Course in Communication Skills in Hindi	Regional	23	19	-	-	-
7	Business Processing Services – BPS (Fin/Ac)	Regional/Global	17	-	-	-	-
8	NSE's Certification in Financial Markets- NCFM	Regional/Global	21	-	-	-	-
9	Personal Financial Management – PFM	Regional/Global	-	-	-	-	-
10	CA-CPT Guidance Programme	Regional/Global	32	20	34	27	21
11	CS-F Guidance Programme	Regional/Global	04	05	09	-	-
12	GS-SUN Grooming programme	Regional/Global	10	58	-	-	-

(MKCL's PFM Course Registration done. To be launched from the session 2015-16.)

It needs to be mentioned that owing to the introduction of these and similar add-on courses, remarkable qualitative changes are being seen in our students. It has also been observed that those who have joined any of these courses are doing better in academics than other students as is reflected through their results and overall academic performance. These students are also doing well in placement area as several of them have been short-listed or selected by the recruiters.

Our inaugural GS-SUN batch, which started with 60 students, has already completed internship and in all likelihood most of the interns will be absorbed by their respective employers.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to

choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

No, the affiliating University does not provide this facility at present.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

The college had started its journey with a vision of producing dynamic youth who would contribute to the nation’s wealth by becoming the professionals and entrepreneurs of the top drawer. Over the years the college has been achieving this goal, batch after batch through ceaseless efforts by all stakeholders and the college’s commitment to its main objectives.

All commerce curricula aim at making students competent professionals and entrepreneurs. Therefore, there is a natural integration of the college’s vision and the objectives of the curriculum. Similarly, the main objectives of the college as described in the college mission also reflect the objectives of curriculum as designed by the university. Still, we constantly strive to derive the maximum from the university curriculum by supplementing it with some institutional programmess to bring about integration between courses, syllabi, and institutional objectives as follows:

1. To impart theoretical as well as professional instruction in different fields of commerce education.

In order to achieve this objective, the college has consistently enlarged its range of academic programmes over the years. Starting with B. Com. in 1945, the college added to its profile M.Com. in 1953-54 and later M.B.A. in 1986-87. Later, in the new millennium, we added B.Com. (Computer Application) in 2006-07 and B.B.A. in 2007-08. Thus, all major and most sought after courses have been offered by the college justifying its reputation as a premier commerce college of the city.

In between, and as per the demands of time, we had also started M.Phil. which was later discontinued due to lack of demand. We also used to conduct D.B.M. and a number of other certificate courses like Junior and Senior Accountant. Now, these courses have been discontinued owing to lack of response from student community.

The college has, thus, always been conscious of its bearings and introduced courses as per the feedback from the student community and other stakeholders.

Today, as more and more students are keen to join professional courses like CA and CS, the college has started the guidance programs for CA-CPT and CS-F. There is also an accentuated focus on the global competencies of English and Computers. Accordingly, the college has introduced value-addition courses in English and computers. There are also supplementary and complementary commerce courses like BPS, NCFM, PFM etc. which offer to our students a varied range of subjects in the commerce faculty leading to desired course enrichment.

Further, for the fullest possible transaction of the various syllabi the college has developed various systems which include:

- Systematic planning of academic calendar
- Appointment of qualified teachers and allocation of workload as per their specialization
- The preparation of teaching plans, unit/lessons plans and constant monitoring of the same by the HOD's/Principal.
- Deputation of teachers for orientation & refresher courses / training programmes / conferences / seminars / workshops/FDP's to improve teacher quality.
- Supplementing classroom teaching with student seminars, group discussion/soft skills/personality development sessions and skill development programmes to improve student quality.
- Providing all learning resources and infrastructure e.g. computer labs, internet, A/V aids etc. as per the needs of the curriculum.
- Student counselling.

2. To provide all possible facilities to build up personality and character of students.

The college is not only committed to fulfill all the academic needs of students but also conscious of their co- and extra-curricular interests and proclivities which go a long way in achieving all-round development. We have thus introduced a wide range of co-curricular activities like Debates, Elocution, Essay-writing, Creative writing, Quizzes, seminars, industry visits etc. These activities allow students to discover their true talents and potentials the grooming of which contribute to the building of personality. Similarly, we also offer a number of extra-curricular options in the form of Sports, NCC, and NSS. We have also set up an Adult and Continuing Education unit which together with NSS unit conducts comprehensive extension activity.

We also organize competitions for singing, dancing, drama, traditional/ethnic attire to ensure the preservation of our cultural heritage.

For the conduct of the above activities, the college has set up dedicated committees and offers all the necessary financial and infrastructural support.

3. To inculcate among students love for our country, national unity, and habit of social service.

Shiksha Mandal's very inception was marked by nationalism and its journey by Gandhism. It is thus an inherent part of our ethos to promote love for country, national unity and social service which we do through the conduct of the following programmes:

Love for Country/National Unity:

- Celebration of National Days
- Organization of programmes like Book Exhibitions, essay/elocution competitions etc. on the anniversaries of nation's heroes

- Organization of programmes on special days like National Population Day, Constitution Day, Literacy Day etc. Oath-taking too.
- Daily rendition of National Anthem
- College Uniform to promote equality among one and all
- NCC activities including participation in National Integration Camps
- Donations on Flag Day

Social Service

- NSS activities like Awareness Rallies (AIDS, Drugs, Tobacco), Cleanliness campaigns, Plantation etc.
- Community Service in adopted and adjoining villages
- Literacy campaigns through Adult and Continuing Education Unit
- Blood Donation camps/Voters' Awareness/Traffic Awareness programmes
- Donation to Flood/Calamity Relief Funds

4. To make students conversant with current knowledge in the field of commerce and industry, and to create awareness about global scenario in the fields of trade, commerce and industry.

In order to make students conversant with current knowledge in the field of commerce and industry, the college conducts the following:

- Introduction of relevant educational programmes as per the need of the hour. Viz. B.Com. (C.A.) and B.B.A.
- Introduction of complementary value-addition courses to supplement and enrich the regular courses. Viz. Computerized Accounting, BPS, NCFM, PFM etc.

For creating awareness about global scenario in the fields of trade, commerce and industry, the college conducts the following:

- Organization of an annual academic event GS-COMNEXT which is a platform for discussing the latest in the field of trade, commerce and industry.
- Organization of Guest lectures on special themes by eminent resource persons
- Organization of Students' Seminar on given topics
- Organization of competitions on Financial News Analysis, Case Studies, Company Analysis, Charts/Models etc.
- Internships through GS-SUN
- MOU's with industry/Industry tours

5. To develop among students the capacity to be efficient managers, responsible businessmen and administrators.

In order to achieve the above objective the college has done the following:

- Introduction of Management courses of M.B.A. and D.B.M.
- Organization of Workshops for personality development/ soft skills
- Organization of Guest lectures by renowned entrepreneurs
- Formation of the Student' Council for developing leadership qualities
- Inclusion of students in college committees to develop administrative qualities

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

Since the curriculum is designed by the university, it is not within an individual college's purview to modify it though due suggestions about its modification/revision are communicated to the University for necessary action.

It is, however, entirely up to the college to devise a mechanism for the faithful and fruitful transaction of the curriculum.

For making the transaction of curriculum more interesting and therefore more productive, the college has introduced the following measures which are not specifically prescribed in the university curriculum:

- **Value-addition Courses**

For the enrichment of the regular courses and also to enhance the employability of students we have started various add-on/value-addition courses specific to the commerce faculty.

- **Industrial Tours, Field Visits and Excursions**

They are not specifically prescribed in the syllabus but we arrange them to expose our students to the practical side of the syllabus.

- **Internships**

We have entered into an arrangement with the local CA's who happen to be our alumni and local industry for internships to provide industry experience to students.

- **Innovative T/L Activity**

Another area where the curriculum is enriched is its delivery through innovative T/L activity. Besides the traditional teaching methods, our teachers make extensive use of the ICT-enabled teaching methods like e-board, PPT, videos and speeches of famous people and entrepreneurs, live telecast of budget etc. to take students to the very core of the subject for maximum conceptual comprehension. For independent learning, we ask our students to be more innovative through assignments, student seminars, case studies, projects on the current topics so that they remain abreast of the latest knowledge in the related areas.

- **GS-COMNEXT:**

As the name suggests, GS-COMNEXT provides a platform to discuss the latest in the fields of Commerce and industry. The event comprises of lectures by renowned professionals, commerce related quizzes and competitions, case studies of companies, presentations on specific themes like FDI or the new Company Act etc.

- **TECH-PRO:**

This is a new venture that we have undertaken from 2014-15. It is a competition for project work presentation for the students of B.Com.(Computer Application). Students from various city colleges take part in the competition where cash prizes for best presentations are given.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Since the curriculum is designed by the university through an elaborate process, the college can do little to incorporate any additional modules in university curriculum. However, the cross-cutting issues like gender sensitization, climate change, environmental education, human rights, ICT etc. are integrated with the curriculum at the institutional level in the following manner:

- For gender sensitization, we have set up a 'Gender Sensitization towards Sexual Harassment' Committee, also called 'Women's Cell', which organizes guest lectures by eminent activists and also self-defence camps for girls.
We have also appointed Gender Champions for both boys and girls.
- We also organize the programmes for Human Rights under the auspices of Anti-Ragging Cell by inviting renowned lawyers from the High Court's Legal Cell.
- University Curriculum has recently introduced a compulsory course of Environmental Studies at the Part II level of all UG courses.
We also organize environmental tours to acquaint students with the environmental issues like climate change, global warming, pollution, etc. We also show documentaries on related issues to spread environmental awareness.
We are also tied up with Bombay Natural History Society India (BNHS).
Recently, our students constructed a barrage at Kalmeshwar Forest Range to provide a handy waterhole for a tigress and her cubs.
- ICT has now become an order of the day for all departments in the college and even though government is not giving us any grants for setting up computer labs, we have already set up as many as three computer labs. We have also installed 10 MBPS high speed optical fiber internet for all departments with wi-fi provision on entire campus using our own resources.
ICT has now become a regular feature of academics in the college and there are ample ICT facilities for teachers and students. There is a growing focus on ICT-enabled T/L activity and we have introduced a couple of computer based courses.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- **Moral and ethical values**

There are no special teaching units in the syllabus for the inculcation of moral and ethical values, except some lessons in the language syllabi. At the institutional level, we promote these values through the following practices:

- Organization of special programmes on the national days, anniversaries of the great people and other such occasions when speakers throw light on the teachings of the nation's heroes and great souls.
- Exhibition of Books/Literature by and on Gandhiji and Acharya Vinoba Bhave.

- On anniversaries, students are asked to make their presentations on the basis of the books issued to them through library.
- Organization of essay/elocution/poster competitions on the lives of great people.
- Participation in Gandhi Sanskar Pariksha
- Participation in Gandhi Vichar Parishad programmes
- Distribution of books on great people as prizes
- Book Review Competitions where students are first issued books on the lives of great people and entrepreneurs and then asked to make presentations.
- Organization of blood donation camps, AIDS/Drugs/Tobacco awareness campaigns, Cleanliness Drives etc. by NSS/ NCC units
- College uniform to assert that all students in the college are equal irrespective of their religion, caste and creed.
- Daily rendition of the national anthem in all classrooms before the classes begins.
- Participation in relief operations and contribution to relief funds during times of natural calamities as moral and social responsibility.
- Donations to Old Age Homes and Orphanages

- **Employability and life skills**

Employability and Life-skills are imparted through the conduct of the following programmes:

- Skill-oriented courses like Computerized Accounting, EPC, BEC, etc.
- GS-SUN Grooming Course for internships/placements
- Career Guidance Cell programmes and workshops on soft-skills/personality development/GDPI and campus interviews
- Skill development courses in Computers and English/Hindi languages.

- **Better career options:**

More career options are provided through the conduct of the following programmes:

- Foundation programmes for CA and CS (CA-CPT, CS-F)
- Add-on courses of BPS, NCFM, PFM, BEC
- Coaching for NET/SET, C-MAT, Banking and other competitive examinations
- Organization of special lectures by renowned professionals for career orientation

- **Community orientation:**

In order to inculcate community orientation among our students, we conduct the following activities:

- **NSS Activities:**

- Adoption of villages for community service
- Organization of Camps in adjoining villages
- Health and hygiene camp in villages
- Visits to old age homes and orphanages
- Awareness programmes and rallies in villages and slums
- Cleanliness campaigns for 'Swachha Bharat Abhiyan'
- 'Beti Bachao Abhiyan'
- Environmental Awareness, plantation campaigns
- Water conservation projects

- **Adult and Continuing Education Cell Activities**
 - Distribution of books in local slums/villages
 - Students assigned to educate at least one adult in his neighbourhood
- **Women's Cell Activities**
 - Organization of sessions on self-employment
 - Organization of Counseling sessions for Girls on Health and Hygiene
 - Organization of self-defence training camps in college
 - Organization of 'Beti-Bachao' campaign activities

1.3.5 Citing a few examples, enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

We have developed a feedback mechanism involving students, teachers, parents, employers, and alumni to collect feedback on academics, teacher-quality, facilities etc. through specially designed questionnaires. We also conduct P/T and alumni meets and invite people from industry for face to face interactions.

The inputs received from the above stakeholders are compiled and communicated to the BOS as suggestions for implementation.

At institutional level, the feedback is used to introduce add-on/value-addition courses as well as introducing new teaching methodologies.

Some Examples:

- There was a growing demand from parents to start CA-CPT and CS-F courses at the college level since the coaching classes outside charge too much. We thus started preparatory guidance programmes for CA-CPT and CS-F.
- During our interaction with people from industry, we were suggested that we should introduce some career oriented/enrichment courses to enhance placement chances of students. Accordingly, we started Computerized Accounting, BPS, NCFM and PFM. Similarly, we also introduced EPC and BEC as we received feedback from employers that our students need to be better communicators.
- On the basis of feedback from local industry, we have started a grooming programme for internships and also actual internships.
- On demand from students of M/H medium students who do not get IT as an optional, we started Basics Computer Skills Course.
- On the basis of feedback from local CA's we are planning to start a specialized degree course in Advanced Accountancy under the proposed B.Voc. programme.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The college monitors and evaluates the quality of enrichment programmes as under:

- For every enrichment programme, a coordinator is appointed.
- All coordinators plan their programmes in advance at the beginning of the session and submit the plan to Principal for approval.
- The record of all T/L activity, testing/evaluation is maintained by coordinators.

- The classroom presentations by students are observed and evaluated by faculty members. The findings are shared with the students and suggestions are given to effect necessary changes while presenting similar issues in future.
- The progress of enrichment programme is further checked by the college through regular unit tests, class room tests, terminal examinations etc.
- All coordinators submit their annual reports to Principal.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

As said earlier, G. S. College and the University's Commerce faculty have had a very fruitful partnership and almost all of early syllabi of B. Com./M.Com./M.B.A. till 1995 were more or less finalized by our teachers who had occupied various positions in the Board of Studies, Academic Council, and Management Council of the University. Some of our teachers also rose to the positions of Deans and Vice- and Pro Vice-Chancellors.

Lately, however, we have been keeping away from University elections and thus do not have any direct representation on the BOS. This, however, does not prevent us from having our say in the drafting of curricula as we share our views with the BOS members who oblige us with prompt implementation whenever required.

In the past, we had also organized orientation programme for teachers when the new syllabi/subjects were introduced by the university.

Our Department of English had also organized a Workshop in collaboration with the University to finalize the English language syllabi of B. Com./B.Com. (CA)/ B.B.A. courses. The same are now under implementation.

Our teachers are still invited/nominated on the University bodies where they contribute to the making of curricula in the given capacity.

Recently, we have submitted to the University, a draft syllabus of MBA in Rural Management which is under consideration by the University.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

The college has developed a healthy feedback system whereby we collect feedback on curriculum, teacher quality, facilities and infrastructure from various stakeholders through specially designed questionnaires as follows:

- **STUDENTS:**

Feedback from students is sought on curriculum, facilities, teacher quality etc. through various questionnaires including exit questionnaires.

- **PARENTS:** Feedback is sought through questionnaires during P/T meets.

- **ALUMNI:**

To collect feedback from alumni, we have designed special questionnaires which we mail to select alumni to get feedback on syllabus, facilities and students' employability. The format is also available on the college's website and FB account.

- **EMPLOYERS:**

In case of employers of our students, we mail them the questionnaires and obtain specific feedback on curriculum as well as the performance of our students among other things.

Usually, the feedback on curriculum is positive and no major changes are suggested by all stakeholders. The same is shared with BOS members informally and, if required, formally too.

There are, however, suggestions about add-on courses for which college has already taken appropriate steps and introduced quite a few value-addition programmes like BPS, NCFM, PFM, Tally, EPC, BEC, CA-CPT, CS-F, GS-SUN etc.

Another area where enrichment is affected at the institutional level after obtaining feedback is T/L methodologies. We offer as many innovative measures as possible to our teachers and students for maximizing the T/L output and fullest possible transaction of the curriculum.

But what matters most is the spontaneous but informal feedback which we get on the spot on daily basis. The members of our Management, Principal and teachers interact with students, parents, employers and former students from time to time to find out their opinions about curriculum, syllabi, teaching-learning activity etc. Corrective measures are applied immediately.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?

During the last four years, we have not introduced any new courses owing to our proposed transition to Autonomy where we are applying for some new courses designed by us.

We have, however, applied to the University and UGC for B. Voc. (In Finance & Accountancy)/DD KAUSHAL courses and awaiting its approval.

We have also applied to the University for recognition as a Centre for Higher Learning and Research where we can implement a full-time Ph.D. programme.

We are also planning to start MBA (RM) once we get approval from concerned authorities.

In lieu of regular courses, however, we have introduced as many as 10 short term courses for providing value-addition, course enrichment and enhanced employability to our students as follows:

- TCS' BPS (Finance & Accountancy)
- NSE's NCFM
- MKCL's PFM

- CA-CPT Foundation conducted by ICAI
- CS- Foundation conducted by ICSI
- Computerized Accounting with ‘Tally Education’
- Cambridge English’s Business English Certificate (BEC)
- English Proficiency Course in collaboration with RTM Nagpur University
- Business Communication Course in collaboration with RTM Nagpur University
- Creative Writing in Hindi Course in collaboration with RTM Nagpur University
- Coaching for NET/SET and Competitive Examinations etc.
- Grooming Course for Internships in collaboration with our CA alumni network GS-SUN
- Computer Literacy Courses under ‘Digital India Campaign’

Any other relevant information regarding curricular aspects which the college would like to include.

Strides towards Autonomy/New Courses:

- We are applying for autonomy in 2015-16.
- Our teachers are now in the process of finalizing our proposed new syllabi for our existing /new courses.
- We have also drafted the syllabi for B.Voc. and DD KAUSHAL schemes and sent them to the UGC for approval. We still have not got approvals though.
- Earlier, we had also drafted the syllabi of M.B.A.(RM) and submitted it to the university for approval which is still awaited.
- Teachers have already drafted syllabi for 4 add-on courses which we have already forwarded to the UGC for approval and grants.
- Teachers have also drafted the syllabi of value addition courses presently conducted by the college.

Preparation of study material:

- Teachers have taken to writing text books for subjects for which books are not available in H/M mediums.
- English teachers have prepared course book for EPC and distributed it among students along with Dictionary.
- All teachers prepare their subject notes and distribute them among students.
- Teachers have also converted their teaching units into PPT form and deliver minimum 40% through the ICT-enabled methods.

Focus on Character-building:

As much as we try to make our students the best professionals, we also want them to be good human beings. In fact, one of Shiksha Mandal’s agenda for the next century is to produce students of strong characters while ensuring prime academic goals of 100% results, 100% first divisions, and 100% placements.

In order to achieve this moral side of the curriculum, therefore, Shiksha Mandal distributes to all new comers its exclusive publication ‘Vichardhan’, which is a compilation of the thoughts of great people from India and the world.

Curricular Aspects: Glimpses . . .



Students Induction Programme



Felicitation of Merit students by Shri Rahul Bajaj



Workshop on Career as CA



Career as CS: Shri J Shridhar, Ex-President ICSI



Alumni Network Programme



An interaction with alumni



Parent-Teacher Meet



Parent in interaction

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

Publicity:

The college has a well established mechanism to ensure a wide and comprehensive publicity of its admission schedule and processes as follows:

- Every year, before the beginning of session, the college publishes its prospectus which contains all the information about available courses, intake, admission procedures, fees structures, scholarships, college activities, facilities, faculty etc.
- We also advertise our admission schedules for various courses along with the details of intake and reservation quotas including seats reserved for Hindi speaking minorities in both national and local newspapers.
- The entire admission schedules and also the prospectus are made available on the college website www.gscen.shikshamandal.org
- During summer vacation and just ahead of the session, we open counselling centers for the enquiring students and parents to guide them on course selection, optional subjects and other issues.
- Internal publicity is done through notices/circulars

Admission Process:

As per the University Act, all admissions have to be done on merit and we adhere to all the prescribed rules and regulations as is expected of all responsible institutions. Being a Hindi Linguistic Minority Institution, we also have to follow the guidelines of Department of Minority Development (DMD), Govt. of Maharashtra. The entire admission process is elaborately explained in the college prospectus along with all the information regarding intake, quotas, fees structures, scholarships/concessions etc. for all the available courses to ensure complete transparency.

In order to streamline the entire admission process, the college convenes the Admission Committee at the end of the preceding session. The Committee work is coordinated by the Convener under the chairmanship of Principal.

We have surrendered management quota seats and do not take any other fees that is not prescribed by the Government or University.

Complete admission process in the college involves the following stages:

- Appointment of Admission Committee at the end of the preceding session
- Advertisement in national/local newspapers stating intake, quotas, last dates etc.
- Sale of prospectus ahead of the declaration of HSSC/University results
- Counselling of enquiring students/parents for the selection of courses

- Admissions as per the notified schedules in newspapers/notices
- Daily display of admitted students mentioning their percentage/category etc.
- Daily display of available/vacant seats in the admission rooms/notice boards
- Display of Waiting Lists for admissions against cancellations
- Permission from DMD is sought for conversion of unfilled minority quota seats into other categories after the stipulated date for minority admissions is over.
- Submission of admission reports to University, Director of Education and DMD, Mumbai after admission procedure is over for all courses.

It needs to be asserted that, owing to the fair and transparent admission mechanism and policies, no dispute has ever arisen over admissions in the institution in recent times.

2.1.2. Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the institution.

- As per the Maharashtra University Act, 1994, all admissions in affiliated colleges are to be done strictly on merit basis. We therefore have the merit admission policy in place for all courses.
- Being a minority institute, we also have to follow the admission policy prescribed by the DMD, Government of Maharashtra. We, therefore, have to reserve 50% and 51% seats for Hindi linguistic students in aided and no-grant courses respectively.
- We also follow the prescribed reservation policy as laid down by the state and central governments.

Admissions for M.B.A. Semester I are done as per the DTE/AICTE/University norms as follows:

- General/ non-minority seats (49%) are filled through CAP from among the holders of valid CET/CMAT score.
- Minority seats (51%) are filled at the institute level from among the holders of valid CET/CMAT/AMMI score.
- Vacant minority quota seats are filled through general category seats after obtaining due permission from the DMD.

For M.B.A. admissions, the operative principle is that of entrance-merit-interview.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

The college has always enjoyed a generous patronage from parents and society at large from the beginning. Even today, while the city has over 50 commerce colleges, it still remains the most preferred destination for students in commerce faculty owing to its transparent admission processes, value-based quality education, exemplary

results and overall academic output as can be seen from the following comparative analysis with other leading commerce colleges in the city.

We conduct B. Com. and M. Com. programmes in English/Marathi/ and Hindi mediums while other colleges do it in just one or two mediums. Therefore only the statistics of English medium sections/courses have been included. Similarly, some colleges failed to provide complete data of their admissions. We have, therefore, included what we got.

Sr. No.	Name of the college	Name of the Course	Intake	Total Admissions	Maximum % of marks for admission at entry level	Minimum % of marks for admission at entry level
1	G.S. College of Commerce & Economics Nagpur	B. Com. I (E)				
		2010-11	220	202	94.00%	46.50%
		2011-12	220	205	89.33%	45.00%
		2012-13	220	218	86.80%	47.80%
		2013-14	220	220	91.50%	50.67%
		2014-15	220	220	92.77%	62.62%
		2015-16	220	220	95.00%	65.85%
		B. Com. (CA) I				
		2010-11	120	102	81.50%	45.00%
		2011-12	120	103	80.83%	37.83%
		2012-13	120	85	88.33%	48.67%
		2013-14	120	85	82.40%	44.60%
		2014-15	120	35	80.60%	49.67%
		2015-16	120	114	84.00%	48.31%
		B.B.A. I	120			
		2010-11	120	98	75.83%	45.00%
		2011-12	120	115	79.40%	37.83%
		2012-13	120	85	83.83%	40.67%
		2013-14	120	91	89.80%	44.50%
		2014-15	120	46	85.33%	45.50%
		2015-16	120	120	89.08%	49.08%
		M. Com. I (E)				
		2010-11	80	78	68.95%	42.70%
		2011-12	80	80	74.29%	41.65%
		2012-13	80	80	68.25%	45.15%
		2013-14	80	80	72.12%	52.05%
		2014-15	80	79	75.15%	50.15%
		2015-16	80	80	72.05%	48.17%
		M.B.A. I				
		2010-11	60	60	68.63%	43.79%
		2011-12	60	60	75.00%	46.30%
		2012-13	60	59	74.44%	46.14%
		2013-14	60	60	73.67%	45.00%
		2014-15	60	44	73.60%	45.89%
		2015-16	60	58	70.67%	45.00%
2	L.A.D. & R. P. College, Nagpur	B. Com. I (E)				
		2010-11	240	239	N.P.	60%
		2011-12	240	236	N.P.	60%
		2012-13	240	231	N.P.	60%
		2013-14	240	239	N.P.	60%
		B. Com. (CA) I				
		2010-11	120	25	N.P.	N.P.

		2011-12	120	16	N.P.	N.P.
		2012-13	120	14	N.P.	N.P.
		2013-14	120	-	N.P.	N.P.
		B.B.A. I				
		2010-11	120	75	N.P	N.P
		2011-12	120	55	N.P.	N.P.
		2012-13	120	39	N.P.	N.P.
		2013-14	120	59	N.P.	N.P.
		M. Com. I (E)				
		2010-11	80	66	N.P	50%
		2011-12	80	36	N.P.	50%
		2012-13	80	80	N.P.	50%
		2013-14	80	79	N.P.	50%
3	Hislop College	B. Com. I (E)				
		2010-11	320	320	95.3%	40%
		2011-12	320	319	94.2%	37%
		2012-13	320	319	96.6%	40%
		2013-14	320	316	96.6%	42%
4	Annasaheb Gundewar College	B. Com. I (E)				
		2010-11	440	420	80%	40%
		2011-12	440	459	80%	40%
		2012-13	440	452	80%	40%
		2013-14	440	433	80%	40%
5	C.P. & Berar College	B. Com. I (E)				
		2010-2011	120	082	N.P	N.P
		2011-2012	120	096	N.P	N.P
		2012-2013	120	101	N.P	N.P
		2013-2014	120	106	N.P	N.P
6	Dharampeth College of Commerce	B. Com. I (E)				
		2010-2011	220	220	78%	48%
		2011-2012	220	220	79%	47%
		2012-2013	220	220	79%	49%
		2013-2014	220	220	80%	50%
		2013-2014	100	100	77%	51%
		B. Com. (CA) I				
		2010-2011	120	81	60%	45%
		2011-2012	120	50	53%	42%
		2012-2013	120	39	54%	44%
		2013-2014	120	39	52%	41%
		B.B.A. I				
		2010-2011	120	120	53%	42%
		2011-2012	120	99	60%	43%
		2012-2013	120	95	53%	41%
		2013-2014	120	79	51%	40%
7	Santaji College, Nagpur					
		B. Com. (CA) I				
		2010-11	120	57	80%	50%
		2011-12	120	51	80%	46%
		2012-13	120	37	68%	41%
		2013-14	120	21	70%	40%
		B.B.A. I				
		2010-11	120	85	79%	50%
		2011-12	120	113	76%	52%
		2012-13	120	80	71%	49%
		2013-14	120	25	73%	43%

NP: Not Provided

The college also maintains the record of cut-offs (for open category admissions) and average % of admissions of each section and we are pleased to report that there is a steady rise in all areas for most sections of all courses with some exceptions though over a period of last 4 years as follows:

G.S. College: Medium-wise cut-off's

Sr No.	Name of the Program	2015-16		2014-15		2013-14		2012-13	
		Cut-off	Average	Cut-off	Average	Cut-off	Average	Cut-off	Average
1	B. Com. I (E)	65.85	73.54	62.62%	71.64%	50.67	66.22	47.8%	64.05%
2	B. Com. I (H)	60.30	65.98	56.62%	64.7%	48.67%	57.04%	45.3%	55.2%
3	B.Com. I (M)	65.38	70.13	55.08%	67.2%	50.17%	62.02%	45.17%	57.96%
4	B.Com I(E) No-Grant	55.40	63.04	60.00%	71.20%	45.86%	60.67%	45.17%	59.38%
5	B.Com. (CA)I	48.31	61.19	49.67%	62.00%	44.60%	58.70%	48.67%	59.02%
6	B.B.A. I	49.08	59.33	45.50%	50.18%	44.50%	57.10%	40.67%	57.31%
7	M.Com. I (E)	48.17	56.49	50.15%	58.82%	52.05%	58.24%	45.15%	55.22%
8	M.Com. I (H)	42.40	46.91	42.20%	48.44%	40.65%	43.50%	42.00%	48.35%
9	M.Com. I (M)	45.00	49.23	40.30%	49.5%	42.20%	49.98%	45.00%	48.20%
10	M.B.A. I	45.00	58.40	45.89%	58.75%	45.00%	55.46%	49.90%	58.44%

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

After the admission process is over, the Admission Committee reviews the entire process and does a thorough profiling of admissions as per the following parameters:

- Category-wise admissions [Minority, Open, Reserved (SC, ST, NT, OBC etc.)]
- Gender-wise/category-wise distribution
- % -wise distribution (75%+, 60%+, 50%+, 45%+ etc.)
- Cut-offs, Average class %, maximum/minimum % at entry level
- Activity-wise distribution (Sports, NCC, NSS, ECA, creative writing etc.)

Such classification enables us to up-grade our benchmarks for intake, cut-offs, admission averages and chalking out appropriate programmes as per the profile of students as follows:

- We have succeeded in raising the cut-offs and average admission % of most sections considerably through proper monitoring of admission process every year.
- Sections are formed as per the optional subjects offered by students
- The application form for admission has an entry about students' interest area with regards to participation in Sports/NSS/NCC etc. These names are forwarded to respective activity conveners for further action.
- Students above 75% are deemed as advanced learners while those below 50% as poor. Teachers are asked to pay special attention to these groups.
- Our management offers merit-cum-means scholarship to those students who do not avail any other scholarship. Classification helps us in that area as well.
- The details of admission to all courses are further reviewed by the Staff Council, LMC and also by the Governing Body of Shiksha Mandal which takes policy

decisions about introduction of additional sections or closure of any course as per the admission figures.

- We had, for example, applied for 4 additional sections of B.Com. I (English medium) on no-grant basis in 2001 owing to heavy rush. Later, with the introduction of B.Com. (CA) and B.B.A., we couldn't get enough students for B. Com. (No-Grant). As a result, we closed down 3 sections and retained only one.
- Similarly, owing to poor admissions in M. Com. (Marathi), in terms of both quality and quantity, our management has decided to convert that section into English medium. The proposal is awaiting Government's approval.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.

***SC/ST *OBC *Women *Differently- abled *Economically weaker sections *Minority community*Any other**

The College came into being to serve the masses and therefore has catered to the needs of students from all sections of society irrespective of religion, caste or creed from the very beginning.

Now, of course, there are specific rules and regulations laid down by Government of Maharashtra and RTM Nagpur University regarding reservation to various categories which we scrupulously follow as a responsible institution.

As per the existing Reservation Policy, there is no separate reservation for women and economically weaker sections; the latter, however, can claim scholarships for Economically Backward Classes (EBC). Similarly, Differently-able students are adjusted against Open category.

From 2009, we have been accorded the status of Hindi Linguistic Minority institution. As such we also have to cater to the needs of Hindi and other linguistic as well as religious minority students as per the guidelines issued by DMD.

The following chart reflects the admission position of various categories for the First Year of various courses for the session **2015-16**:

Sr. No	Course	Intake	Category-wise quota/Actual admissions						Total	Total Male	Total Female	EBC	Differently-abled
			Minority	Open	SC	ST	VJ/NT	OBC/SBC					
1	B.Com. I (All Grant Mediums)	460	167	163	39	18	21	52	460	179	281	0	0
2	B.Com. I (No-grant)	100	21	56	6	1	1	8	93	51	42	0	0
3	B.Com. (CA) I	120	23	68	7	2	1	9	110	56	54	0	0
4	B.B.A. I	120	20	70	8	5	6	11	120	69	51	0	0
5	M.Com. I (All mediums)	240	48	67	34	6	11	51	217	76	141	0	1
6	M.B.A. I	60	6	23	8	1	2	17	57	29	28	0	1

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

The details of admissions for all UG and PG courses are as under:

Name of the Programme: B. Com. Grant (ALL MEDIUMS)									
	No. of Applications			No. of students Admitted			Demand ratio		
	English Marathi	Hindi		E	H	M	E M		H
2015-16	1410	250	250	220	120	120	1:7	1:2	1:2
2014-15	902	226	225	220	126	120	1:4	1:2	1.88
2013-14	715	180	175	220	120	120	1: 3	1.5	1.46
2012-13	720	177	183	218	120	119	1:3	1.48	1.54
2011-12	796	200	197	205	105	108	1:4	1.90	1.82
Name of the Programme: B. Com. (No Grant)									
	No. of Applications			No. of students Admitted			Demand ratio		
2015-16	428			100 (- cancelled)			1:4		
2014-15	151			96			1:57		
2013-14	139			78			1:78		
2012-13	120			93			1:29		
2011-12	182			99			1:83		
2010-11	288			106			2:72		
Name of the Programme: B. Com. (CA)									
	No. of Applications			No. of students Admitted			Demand ratio		
2015-16	265			120 (- cancelled)			1:2		
2014-15	195			35			5:57		
2013-14	159			84			1:89		
2012-13	174			84			2:07		
2011-12	224			106			2:11		
2010-11	234			103			2:27		
Name of the Programme: B. B.A. I									
	No. of Applications			No. of students Admitted			Demand ratio		
2015-16	300			120			1:2.5		
2014-15	209			45			1:2		
2013-14	199			114			1:74		
2012-13	145			84			3:39		
2011-12	210			114			1:73		
2010-11	306			101			3:03		

PG Courses

Name of Programme: M.Com.I									
Session	No. Of Applications (Approx.)			No. Of Students Admitted			Demand Ratio		
	Eng	Hindi	Mar	Eng	Hindi	Mar	Eng	Hindi	Mar
2015-16	352	65	73	80	65	73	1:4	1:1	1:1
2014-15	400	55	90	80	48	73	1:5	1:1	1:1.13
2013-14	400	50	60	80	38	51	1:5	1:0.63	1:0.75
2012-13	300	50	40	80	38	31	1:3.75	1:0.63	1:0.5
2011-12	300	50	60	80	46	56	1:3.75	1:0.63	1:0.75
2010-11	240	60	60	80	56	56	1:3	1:0.75	1:0.75

Name of the Programme: M.B.A. I			
	No. of Applications	No. of students Admitted	Demand ratio
2015-16	57	57	1:1
2014-15	44	44	1:1
2013-14	60	60	1:1
2012-13	59	59	1:1
2011-12	60	60	1:1
2010-11	60	60	1:1

Notes on Increase/decrease in admissions:

The main factor responsible for increase/decrease in admissions is the results of qualifying examinations. The HSSC results, for example, are quite crucial for all UG admissions and any fluctuations in them cause a direct impact on admissions. Same is the case with UG results which affect PG admissions to large extent though employability potential of a PG course or lack of it is also a dominant factor.

The following is the course-wise analysis of intake increase/decrease in our college:

• B. Com.:

All sections of B.Com (Grant & no-grant) have been enjoying a good track-record in admissions. Every year, we are improving our intake quality with better cut-offs and better admission averages. This we attribute to the following:

- Long standing reputation of the college
- Fair merit admission policy
- Availability of more optional subjects
- Value-addition and skill development programs
- Bridge/remedial courses
- Teacher quality
- Consistently good results
- Excellent Student Support Mechanism
- Competent Infrastructure and facilities
- Emphasis on discipline and values

- Conducive atmosphere for co- and extra-curricular activity
- Placements
- **B.Com.(Computer Application)/B.B.A.:**

There is decrease in admissions to these courses owing to the following reasons:

 - Since B. Com. (CA)/B.B.A. are specialized but self-financing courses with considerable higher fees structure in comparison with regular B.Com., and also offered in English medium only, they are not an automatic choice for all students who mostly prefer regular B. Com.
 - Despite this fact, most city colleges are offering these courses resulting in an uneven demand-supply ratio.
 - Secondly, this course does not lead to any specialized PG programme in computers and students have to only come back to M. Com. or M.B.A. for their PG. So the students keen to go for M. Com. or M.B.A. prefer the B.Com. route.
 - Thirdly, Government has withdrawn scholarships to OBC and VJ/NT category students which have adversely affected the admissions to these courses.
 - In 2014-15, we had to delay the admission schedules of these programmes owing to University's instructions that all affiliated colleges should first appoint full-time regular teachers through the stipulated appointment procedures of obtaining NOC's, interviews by selection committee appointed by the University instead of appointing ad-hoc teachers at the college level, and admit the students only after approvals to these appointments are given by the university. The process consumed the key months of July and August resulting in students taking admission to other available courses. In 2015-16, we are back on track.
- **M.Com.**

We are having a good run for M.Com in English medium. But our Marathi and Hindi sections are not exhausting the intake though there is some improvement in 2014-15 and 2015-16.

 - One of the main reasons for poor admissions in M. Com. in Marathi and Hindi mediums is the lack of demand for these mediums in terms of employability.
 - Secondly, over a dozen Commerce colleges in the city offer M.Com. in Marathi medium though not so many in Hindi.
- **M.B.A.**

Lately, there has been some decline in M.B.A. owing to the following reasons:

 - There is a general decrease in demand for this course owing to lack of job opportunities in this part of the world.
 - There are just too many colleges in the city and students usually prefer the colleges in the vicinity owing to transport problems.
- **Action Plan for Improvement in Intake Quality (All Courses):**
 - For B. Com., we are focusing upon raising the cut-offs and attracting better students. In view of the above target, we have started many career-oriented, value-addition programmes both for course enrichment and better employability. We will offer some more courses in future.
 - For B.Com. (CA) and B.B.A., we have already appointed the minimum number of

- approved teachers and conducted admissions on time in the current session.
- Financial assistance to needy students who do not get any scholarships is proposed by our management for B.Com. (CA) and B.B.A. courses.
 - For M.Com., we approached the University for conversion of a Marathi medium section to English medium, but the University has directed us to the Government. The matter is pending with the government. We may retain the Hindi medium section in view of Hindi Linguistic Minority status.
 - Strengthening Career Guidance and Placement mechanism
 - For M.B.A., an elaborate action plan has been prepared. Accordingly, the M.B.A. department shifts to new building equipped with the state of the art infrastructure.
 - There will be added focus on placement and training.
 - Counseling sessions for in-house students for M.B.A. admissions are organized.
 - Coaching classes for CMAT to be intensified for college students.

Details of admission position in value-addition/Certificate courses have been given in the College Profile.

2.2 Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

We admit differently-able students without applying any strict criteria. However, during the last four years not many students in this category have sought admissions. For differently-able students, we have made the following arrangements:

- There is a provision of ramps and wheel chairs for differently-able students. There are also sloping steps at each of the college building gates to enable the differently-able students to enter the buildings comfortably. The college staff helps these students in their movements on the campus.
- The classes where the differently-able students study are conducted on the ground floor as far as possible. During the college and university examinations, seating arrangement of these students is made on ground floor.
- Differently-able students are given preferential services in library/office counters
- Differently-able students are given the facilities of amanuensis/writer and extra time (half an hour for PH and one hour for blind candidates) in all university examinations.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

We admit students in the FY with a presumption that they will stay in the college for minimum five years (3 years of UG + 2years of PG) if not more (for Ph.D.). Therefore we ensure that all of their needs in terms of knowledge and skills are taken

care of during the span of 3-5 years. To assess these needs, we have the following mechanism in place:

- At the time of admission, all course coordinators interact with students/parents and familiarize themselves with students' strengths/weaknesses, aptitudes/interests and needs in order to plan suitable programmes for them.
- Students are also required to mention their special interest in terms of Sports, NSS, and NCC etc. in the application form for admissions.
- Further, we have introduced Mentorship Scheme where each teacher is assigned 20-25 students in the First Year. Mentors take care of all curricular and extra-curricular needs of his assigned mentees throughout the latter's stay in the college.
- A comprehensive profiling of all admitted students is done according to their % and a working classification of advanced learners (>75%) and poor learners (< 50%) is made. Accordingly, remedial coaching is offered to poor learners while add-on courses are offered to advanced learners.
- Similarly, for students from non-Commerce background, bridge courses in key commerce subjects like Accountancy and Economics are conducted at the beginning of session.
- It is seen that the students of M/H sections are relatively disadvantaged in terms of knowledge, skills and global competencies. We have, therefore, introduced Basic Computer Skills course, English Proficiency Course and Hindi Communication course for them. For English medium students, who are better placed than their M/H medium counterparts, we have started Business English Certificate (BEC) and Computerized Accounting courses along with BPS, NCFM and PFM.
- To satisfy students' needs of practical training we organize field visits, industrial tours, and internship programmes.
- Majority of Commerce students want to go for CA/CS/M.B.A. courses. We therefore offer them guidance programmes for CA-CPT, CS-F and CMAT.
- Most students take admissions for only a degree so that they could appear in competitive examinations. We offer to such students, guidance through Career Guidance Cell and Competitive Examinations Unit.
- For M.Com., we offer Computerized Accounting and NET/SET coaching.
- To take care of placements, we have set up Career Guidance Cell and GS-SUN for internships. We also train our students for jobs and conduct for them grooming sessions for group discussion, interview techniques, and other soft skills. We also conduct campus interviews for placements.

Through regular interactions with students/parents, academicians, and experts in various fields we keep ourselves updated about the curricular and extra-curricular needs of students and take necessary steps for satisfying them.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with

the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.)

At the beginning of the session, we do a detailed profiling of students and make a working classification of advanced learners /poor learners and non-Commerce background students.

In case of students from non-Commerce background, there indeed is a knowledge gap while in case of poor learners there is a case of low content level. For these sets of students, the college has the following programmes to offer:

- **Bridge courses:**

At the beginning of the session, we organize Bridge Courses for the students from non-commerce background to acquaint them with the fundamentals of Accounting, Economics, and Business Management etc. to bridge their knowledge gap.

For B.B.A, which is supposed to be a preparatory degree for M.B.A., faculty members from M.B.A. are given teaching assignments for proper orientation.

- **Remedial coaching:**

Poor learners are identified on the basis of their performance in the qualifying examination and through perennial monitoring by subject teachers and mentors. For such students our teachers conduct extra classes and special counselling sessions at their levels with intimation of the same to Principal.

Similarly, during the course of graduation, special remedial coaching is offered to those students who fail in the qualifying examination but are allowed to keep term (ATKT).

We have constituted a special Students Quality Assurance Cell for the conduct of both Bridge and Remedial Courses.

- **Add-on Courses:**

Students of English medium with higher % usually try for CA/CS. For them we have started guidance programmes for CA-CPT and CS-F.

From employability point of view, we have started Computerized Accounting, BPS, NCFM, PFM, GS-SUN Grooming programme for Internships etc.

For global competencies, we have Basic Computer Skills and English programmes.

- **Enrichment Courses:**

All the above add-on programmes including those in languages are essentially enrichment programmes as they are inherently related to the core commerce curriculum.

Curriculum enrichment is also provided through the conduct of NET/SET, CMAT and Competitive Examinations coaching, guest lectures, workshops, industry visits, seminars and projects.

Our latest programme for course enrichment is in the form of a grooming course for internships under the project of GS-SUN where both the core commerce knowledge component and skill component are integrated.

2.2.4. How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The college takes pride in being an institute which caters to the needs of all students without distinguishing between genders, religions, caste/creed etc. and sensitizes its staff and students on issues like gender, inclusion and environment as follows:

Gender sensitization:

We are a co-ed college with a sizable number of girls. As a matter of fact, girls outnumber boys in our college. There is also substantial women staff in the college. This equal opportunity approach underlines each administrative, curricular and extra-curricular activity in the college.

- Along with this, we have a special Women's Cell which is our statutory committee for not only gender sensitization towards sexual harassment but also for organizing women-specific programmes like counselling sessions/guest lectures on health, safety, women empowerment and other related issues.
- Teachers are deputed to conferences/workshops on Gender Sensitization.
- We are also organizing a national conference on the theme of 'Societal Obligations towards Gender Sensitization' for which we have applied to the UGC.
- In 2015-16, we have appointed Gender Champions for both boys and girls.

We also offer special facilities to our ladies as follows:

- Department-wise common rooms/toilets for girls
- Toilets for women staff
- Girls Hostel (Under process)
- Introduction of women specific games
- Arrangement with local lady doctors in case of emergencies
- Appointment of a lady psychologist as a counsellor

Inclusion:

The college admits students on merit without any gender/religion/caste considerations. Even after the reservation quota is exhausted, students from reserved categories are admitted on merit as open category candidates.

Similarly, all students including differently-able students share the same classrooms and infrastructure and there is no special education, though there are special facilities, for such students.

For girls as well, there are no special privileges and they too are apportioned the same work as boys, leading to the inculcation of healthy competitive spirit among entire student community.

The same principle of equality is applied to women staff and no special privileges are either sought or given.

Environment:

The university has recently introduced a compulsory course in Environmental Studies at all Part II level of UG courses. All students have to pass this course in order to get their degrees.

At the college level, we organize a slew of programmes to create awareness about environmental issues through the following activities:

- Plantation in the college by staff and students
- Study tours and excursions
- Documentaries and movies
- Cleanliness drives
- Plastic free/ smoke free zones
- Waste Disposal
- Water conservation
- Green Audit
- Tie up with BNHS for environmental activities

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

At the time of admission itself, we classify all students scoring above 75% marks as advanced learners and get to know through counselling about their interests and aptitude. As per their collective inputs, we plan our additional programmes. Accordingly, the following measures have been taken so far:

- Since these students want to go for professional courses like CA & CS, we have started in-house guidance programmes for CA-CPT and CS-F.
- Similarly, since many of these students also want to have additional job-oriented qualifications, we have also made available courses like Computerized Accountancy, BPS, NCFM, PFM, BEC etc. It is ensured that these students are accommodated into any of these programmes.
- We have also started for these students an internship programme GS-SUN to take care of their internships/practical training needs.
- Similarly, special need-based extra-classes are conducted for these students during vacation in addition to the regular classes.
- Additional library facilities like extra BT's, Book Bank, extended reading room hours, access to computer labs/NRC etc. are provided to these students.
- These students are made to complete the college programmes and events and exposed to various in-house and extra-mural competitions.
- Well-performing students, but with financial problems, are given financial help for educational purposes.
- These students are exposed to campus interviews as per their preferences priority.
- Class-toppers are made CR's and also included in college committees.
- Scholarships/awards/medals/books etc. are given to these students.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

- The college has set-up an Academic Audit Committee which is responsible for the result analyses of all college and university examinations. All data regarding the academic performances is available to the college during and after the session.
- The academic performances of all students including physically challenged students as well as those from the socially disadvantaged and economically weaker sections of society in all internal and examinations is monitored by subject teachers and mentors who take prompt corrective measures.
- Owing to Mentorship Scheme, each and every student now is under the constant scanner of assigned mentors who keep track of students' attendance, academic progress, participation in co- and extra-curricular activities and also their disciplinary record. Any untoward development is brought to the notice of Principal for necessary action.
- If necessary, parents are called or the issues are discussed in the P/T meets.
- The drop-out rate of not only the instant categories but other categories in our institute is minimal since students avail the facility of ATKT even after failing in the previous examination. For such students college offers remedial coaching in the subjects in which they have failed.
- We also offer provisional admission to those who apply to the University for Reassessment of the subjects in which they have failed.
- We further ensure that no student has to leave the college because of financial reasons. Our management comes to the rescue of financially disadvantaged students by offering them financial assistance.
- Thus every possible effort is made to monitor students' academic performance to minimize the drop-out risk.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organize the teaching, learning and evaluation schedules? (Academic Calendar, Teaching Plan, Evaluation Blue Print, etc.)

Planning and Organization of T/L Activity (Regular UG/PG Courses):

Academic Calendar:

The college plans its T/L and evaluation schedules in correspondence with the University's academic calendar. The university publishes its academic calendar at the beginning of the session and specifies time frames for activities like admissions, enrollment, filing of examination and other forms, examinations etc.

Accordingly, the college prepares its own academic and activity calendar which is prepared by the Academic/Activity Calendar Committee on the basis of plans, proposals, and schedules of various activities submitted by all committees constituted by the College Council. All curricular, co-curricular and extra-curricular activities are conducted in a coordinated manner as per the calendar.

Teaching-learning Activity:

The entire teaching-learning activity is systematically planned and organized for an optimum output and in keeping with the UGC/University guidelines vis-a-vis the number of teaching days, workload of teachers etc. The planning and organization of T/L activity in the college involves the following:

- Appointment of contributory teachers in case of vacancies
- Allocation of subjects/workload to teachers by Principal/HOD's
- Preparation of department-wise time-tables by the Time-Table Committee
- Submission of complete teaching plans for the session by each teacher through Academic Diary
- All teachers make daily entries in academic diaries with regard to the topics taught in respective classes, number of students present and also other classroom activities like tutorials, classroom seminars, class/unit tests etc.
- A weekly review of academic diaries by HOD' and a monthly review by Principal to monitor the progress of syllabus in all departments
- Each academic session is divided in two sub-sessions i.e. pre-Diwali and post-Diwali in case of annual pattern courses. It is planned that half the teaching units must be completed before Diwali vacations and the remaining units after Diwali vacation. In case of semester pattern courses these two sub-sessions constitute independent sessions for two semesters.
- It is ensured that minimum requirement of 180 teaching days is fulfilled, though it is always more than 180 days in our college, since we start on July 1 and continue up to March-April. In case syllabi are not over, teachers take extra classes and if it is over within time, there are revision sessions.
- All teachers are required to use innovative/ICT-enabled teaching methods.
- In order to supplement T/L activity, co-curricular activities like classroom seminars, Case study/ PPT competitions, guest lectures, and field visits/industry tours are planned in the second half of the session.
- Bridge courses are scheduled for Part I students from non-Commerce background.
- Remedial coaching is planned in Part II and Final for those who have failed at Part I and Part II stages respectively.

Evaluation:

Like T/L activity, Evaluation is also well-planned and executed as per the UGC/University guidelines.

- There is a two-fold evaluatory mechanism: internal and external.
- The internal evaluation, conducted at the college level, is in the form of unit tests, home assignments, project work and term examinations, practical examination and viva voce. The schedules of internal examinations are notified by the college.
- Usually there are four teaching units and there is a unit test after the completion each unit. There are also class tests conducted by teachers at the end of chapters/sub-units.
- The internal assessment also includes credits for regularity, punctuality and discipline, submission of home assignments, performance in the college test

examination and performance in viva-voce, and also participation in college activities. The final internal assessment marks are sent to the University. The blue print for internal assessment is printed in the prospectus as well as notified separately by the college.

- The external evaluation is done by the university both for semester and annual pattern examinations as per the notified schedules.

Planning and Organization of T/L Activity and Evaluation of Add-on Courses

In order to complement and supplement the regular courses, the college has also introduced a number of value-added courses. These courses get underway soon after admission process is over and usually commence in August-September and are completed by February i.e. before the University examinations. The classes of these courses are scheduled after the regular college hours to avoid conflict with the teaching activity of regular courses. Following is the schedule of add-on courses:

- All course coordinators take out the notices inviting applications for enrolment.
- Allocation of subjects/workload to teachers/guest faculty
- Preparation of programme-wise time-tables
- Conduct of T/L activity, guest lectures, seminars, projects etc.
- Evaluation at the college/external levels
- Distribution of certificates

2.3.2 How does IQAC contribute to improve the teaching-learning process?

The college set up its IQAC in 2003 after the first accreditation and since then it has been making significant contribution to the college's qualitative growth in a systematic manner in keeping with the NAAC guidelines.

Since IQAC consists of teachers/HOD's, members of management, representatives from outside academia and industry there is a churning of ideas on academic improvement which is translated in innovative projects.

Further, IQAC is entrusted with compliances of previous NAAC Peer Team's recommendations which essentially centre upon quality of T/L process. As a result, all teachers look up to IQAC for new ideas and suggestions.

IQAC has now become a statutory body and it conducts regular meetings. In the first meeting of the session, IQAC outlines its targets for the session and takes the follow up of the same in subsequent meetings. All IQAC proceedings/activities are recorded in the proceedings of other statutory committees like staff council and LMC. IQAC coordinator constantly interacts with teachers to update them about NAAC's latest circulars and suggests the desirable course of action accordingly.

The college attributes the following qualitative growth to IQAC.

Innovative T/L techniques:

As IQAC is well-informed about the NAAC agenda for qualitative growth of an institute, it recommends innovative approaches in T/L activity. As a result of which

we are already into the use of ICT-enabled T/L methodologies and have added computer labs, English language lab, educational software etc. to infrastructure.

Introduction of enrichment/add-on courses:

Enrichment/Add-on courses were introduced as per the recommendations of IQAC to comply with the previous NAAC Peer Teams' recommendations among other things.

Focus on Teacher quality and Empowerment:

As quality of T/L activity solely depends on the quality of teachers, IQAC often plans programmes for faculty development. Following IQAC's suggestions, we have started faculty development workshops in the college every year.

Similarly, IQAC also recommends the deputation of teachers to conferences/seminars on quality related issues. All teacher-members of IQAC have attended by turn the conferences on quality issues in Higher Education. Later, IQAC also organizes interaction sessions of these participant-teachers for sharing experiences with peers.

Organization of seminars on quality issues:

Our IQAC has itself organized a UGC sponsored national seminar on 'Quality Sustenance in Higher Education' in 2013-14 where all college teachers participated.

Research:

IQAC is also responsible for research orientation among faculty members leading to sizable number of Ph. D.'s and research projects in the college.

Exchange of ideas with 'Indradhanu' Cluster colleges:

IQAC also facilitates interaction/exchange of ideas with cluster colleges and teachers implement the best practices in other colleges as per the suggestions by IQAC.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The University curriculum is by and large teacher-centered as teachers control all the systems like what is to be taught and with what methods and how to evaluate which generally put students into a role of passive learners.

Similarly, the normal method of instruction used by teachers is lecture method. However, though the lecture method has its own benefits as it allows the teacher to control teaching process and disseminate knowledge in an organized manner, it generally reduces the student to a mere listener or receiver of knowledge.

Today, it is expected that both teachers and students should be partners in not only accessing knowledge but also in expanding it and that teachers should shift their roles from that of mere transmitters of knowledge to that of facilitators of learning.

In addition to traditional one-way lecture method, therefore, student-centric methods have become necessary not only for maximum T/L output but also for promoting and fostering reflective/ critical thinking and problem solving abilities among students.

In our institution, therefore, we place premium on making students more participative

in the process of not only acquiring knowledge but also building upon it. All our teachers, thus, practice the following student-centric methods for developing interactive, collaborative, and independent learning among students.

Interactive Learning:

In order to achieve interactive learning, teachers have introduced following methods:

- Regular Q/A sessions at the end of lectures
- Group Discussion
- Classroom seminars
- Workshops
- Role Play
- ICT-enabled learning

Collaborative Learning

For collaborative learning, the teachers use the following methods:

- Formation of Peer Groups
- Group assignments/Tasks
- Team Presentations

Independent Learning

To encourage and promote independent learning we use the following methods:

- Projects
- Case Studies
- Home Assignments
- Preparing balance sheets
- Financial News Analysis

Hands-on Learning

For Hands-on learning, we use the following methods:

- Preparation of Commerce Models/charts/posters
- Commerce Lab Activities (e-filing, filing of tax returns etc.)
- Industry/Field visits to NSE/RBI etc.
- Internships

Support Structure

In order to enable teachers to implement the above methods of learning, the college has created competent support structure and systems as follows:

- There are as many as 3 Computer Labs with over 100 computers with a total capacity of about 200 students.
- We have also installed 10 MBPS optical fibre high speed internet through BSNL.
- We have also set up a Network Resource Centre in the college library where there are dedicated computers with internet facility/printers etc. for teachers.
- Library also provides N-LIST/e-journal facility to teachers and students.
- We have also set up an English language lab with a capacity of 30+1 consoles and netcafé testing facility.

- We have also educational software like Tally, Orell etc.
- We have also over a dozen LCD projectors for classroom presentations and also a dedicated room for PPT competitions. There are also other A/V aids in the form of TV, OHP, and also the educational CD's.
- We have also installed an e-board in a dedicated room which is used by teachers as per the set time table.
- We have also set up a GS-Film Society which screens films/documentaries on appropriate occasions.
- HOD's/coordinators have been provided laptops for PPT presentations.
- We have also set up a network with local CA's and entrepreneurs for internships.
- We have also tied up with TCS, NSE and MKCL for the conduct of add-on interactive courses.
- We have also launched GS-COMNEXT, an annual event which provides a platform to commerce students in the city to discuss the latest in the field of commerce, industry and economy.
- We have also launched a project presentation competition for B.Com. (Computer Application) students in the city colleges.
- We have also set up a Commerce Lab where practical components of commerce syllabus like filling and filing of tax returns, or stock exchange transactions etc. are dealt with.
- We have also set up subject clubs/forums for providing beyond syllabus learning experiences to our students.
- We also take our students to Field visits/industrial tours for hands-on learning experiences.
- Our management too helps out by extending full support in building infrastructure for achieving the desired goals.

2.3.4. How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

While taking care of the academic needs of students in every possible manner, we also create for them an atmosphere whereby they develop critical thinking, creativity and scientific temper through the following programmes:

Critical Thinking:

In order to inculcate critical thinking among our students, we have introduced a number of co-curricular activities and events as follows:

- Student Seminars/ Workshops/ Group Discussions
- Debates/Elocution/Quizzes
- Book Reading and Review/Film Review
- Budget/Financial News Analysis
- Essay writing

- Model/Charts for Commerce Exhibition
- My Business Plan and similar such competitions in GS-COMNEXT
- Case studies/Company Analysis

Further, if some students are found to be doing exceptionally well in some areas, they are groomed and sent to extra-mural competitions at various levels.

Creativity:

In order to encourage creativity among our students, we have created for them various forums where the students get opportunities to satisfy their creative impulses.

- Creative Writing Workshops
- Language Study Circle activities
- Commerce Study Circle models/charts
- Poster Competitions on the themes of drugs, tobacco, AIDS, Beti Bachao etc.
- The college annual *Rashtradhan*
- Wall Magazines published by 'Shabd' Forum

Scientific Temper:

In order to develop among them the scientific spirit, inquisitiveness, rationalism etc., we encourage our students to visit the library and hunt for the primary sources. We have in our library seminal books by noted economists like Adam Smith, Carl Marx, Dr Amartya Sen and scores of other books by and on eminent professionals. Teachers also ask students to make presentations on these great men on the basis of their readings or data collected on internet.

In addition, we also orient our students towards research through research projects/surveys/data collection-analysis etc. both as a part of course work and research training.

We also take our students to industrial visits, exhibitions etc. to develop in them the scientific spirit.

We also encourage students to prepare charts and models on commerce related issues and display them in the Commerce Exhibition.

Award winning charts/ models are sent to the University's 'Avishkar' event.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching?

Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

The following technologies and facilities are available to faculty members for effective teaching-learning activity:

- 10 MBPS internet connectivity through NME-ICT/BSNL

- Computer labs
- Open Educational Resources
- Educational software/CD's
- E-board/LCD's/ A/V aids
- Laptops for PPT presentations
- NRC
- INFLIBNET

Usage:

- As per the instructions of our management, minimum 40% syllabus is to be taught through ICT- enabled teaching methods.
- All of our teachers have already prepared their lesson plans into PPT form for all the subjects and are delivering the same through PPT presentations.
- There is also a provision of e-board for all teachers who use the board for their respective classes as per the set time table.
- Teachers also download videos of prominent academicians, economists, entrepreneurs etc. and show them in the classroom to supplement the relevant topic in the syllabus.
- Use of educational software for asynchronous content
- Teachers also make generous use of NRC and Inflibnet for preparation of study material and distributing it among students.
- There is also provision of TV which we use for live budget shows and similar such economic events for providing to students unique learning experiences.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The Commerce Stream offers a lot of scope for innovative approach owing to its volatility which is not sufficiently captured by any text book. This ever-happening and ever-expanding nature of the commerce stream demands that new and newer things must be incorporated into the students' knowledge base. As such, our teachers are constantly encouraged to use innovative teaching methods not only for the maximum delivery and transaction of the syllabi and curricula but also for keeping themselves abreast with the advanced knowledge. The college has, in fact, constituted a special committee which plans and monitors the innovative T/L activity to ensure that all teachers and students are involved in the process in an organized manner to implement the following:

For Students:

- **Blended Learning**

Now, Blended Learning has in fact become a regular practice for our teachers.

All teachers have converted their teaching units into PPT form and deliver their lectures as per the time-table set for PPT classes in a dedicated room in addition to using the usual lecture method/BB work.

We have also installed an e-board in a special room where teachers take students for delivering select teaching units as per the allotted slots.

Teachers also download the videos of speeches of eminent persons and show them in classrooms.

Students are also encouraged to use ICT for their studies. We, in fact, organize a PPT presentation competition for our students.

The practical aspects of the syllabus like accounting or filing of returns etc. are taught by using relevant software/packages.

- **Guest/Expert Lectures:**

We regularly invite experts, professionals, entrepreneurs and renowned personalities to guide our students on the latest developments in the subject/syllabus through guest lectures. Similarly, as we have a pool of teachers from various departments, we also use their expertise and invite them for guest lectures in other departments. Some of the significant topics that have been covered through guest lectures by external resource persons during last 5 years are as follows:

Select Guest Lectures (2010-2015)

Sr No.	Session/Date	Name of the Expert/ Guest	Topic	Subject Area	Organizing Department
	2014-15				
1	05/03/2015	Mr. Saurabh Gupta	Social Entrepreneurship	Environment Management	B.B.A.
2	02/02/2015	Mr Ankit Rao	How to work in software companies?	IT	B.Com. (CA)
3	02/02/2015	Adv. Jyotsna Dharmadhikari	Recent trends in Banking	Banking	B.Com.
4	27-1-2015	Shri J.Shridhar	Career as CS	Career Guidance Cell	
5	24/12/2014	Shri Piyush Somaiya (Vice President, Merrill Lynch Bank of America, UK)	Perspectives on Global Economy	Economics (Commerce)	M.Com.
6	02/12/2014	Mrs. Nirmala Kandalgaonkar	Solid Waste Management	Environment Management	B.B.A.
7	18/09/2014	CA Jaydeep Shah (Ex-President ICAI)	Implementation of GST in India is justified	Taxation (Commerce)	M.Com.
7	04/09/2014	Mr. Vishnu Manohar	Building blocks of Entrepreneurship	Entrepreneurship	M.B.A.
8	30/8/2014	Prof. Anupam Kher	Interview Cracking Techniques	Interview Techniques	B.Com . (NG)
9	16/7/2014	Shri Tarun Das, Ex-Director General of CII	Budget Speech (2014-15)	Commerce	Commerce Study Circle
	2013-14				
10	15-09-2013	Miss Varsha Dabhara	Investor Awareness	Stock Market	Commerce Study Circle
11	12/02/2014	Dr. Shri Hari Chava	Unveiling the Sensex	Finance	B.B.A.
12	07/02/2014	Prof. Dilip Peshwe	Role of management in social sensitization	Environment Management	B.B.A.

13	02/01/2014	Ms.Anupam Sanghi, Legal Panelist, CCI, New Delhi	Trade Regulator Competition Commission of India	Economics (Commerce)	M.Com.
14	18/09/2013	Dr.CA Tejinder Singh Rawal	Money Management for Youngsters	Finance (Commerce)	M.Com.
15	10/09/2013	Mr.Anand Gokhale, Deputy Director, FIU, GoI	Anti Money Laundering & Countering of Financial Terrorism	Finance (Commerce)	M.Com.
16	05/09/2013	Dr N M Kulkarni	Management	BCCA	B. Com. (CA)
	2012-13				
17	21/02/2013	CA Ranjit Dani (Co-founder Think Consultants)	Industry Expectations for Employability	Commerce	M.Com.
18	05/02/2013	Mr. Girish Kothari	Packaging Material	Operations Management	B.B.A.
19	02/02/2013	Dr. Shruti Mujumdar	Career Management	General	B.B.A.
20	04-10-2012	Shri B.C. Bhartiya, A well known business man & CA	FDI in retail	Commerce	Commerce Study Circle
21	31/8/2012	Shri. Rajendra Benodekar, Regional Manager, SBI, Nagpur	Role of SBI towards Education and Career Building of Students	Banking	B.Com (N.G)
22	10/08/2012	Mr Manoj Rai	Networking	Internet	B. Com. (CA)
23	10/08/2012	CA Sandeep Jyotwani	Accounting & its role for MBA's in Business	Finance	M.B.A.
24	25/07/2012	Shri Sanjay Bhargava (Chairman,SM,Wardha)	Orientation	Commerce	M.Com.
	2011-12				
25	10/03/2012	Dr. T. Rangaraj	Budget Highlights 2012	General	B.B.A.
26	29/02/2012	Mr. Ravichandran Ramaswamy	Areas of Business Development & Technology	Marketing	B.B.A.
27	22/12/2011	Dr.MadhavAney (Faculty, Singapore University)	Should we care about Economic Growth?	Economics (Commerce)	GS-COMNEXT
28	15/12/2011	Dr Gharpure	Guidance for Software Project Development	Project	B. Com. (CA)
29	23/11/2011	Dr. S. V. Gole	Operation Research and Management	Operations Management	M. B. A.
30	19/09/2011	Mr. Ashutosh Wakre	Workshop on Derivatives	Finance	B.B.A.
31	16/09/2011	Mr. K. Shiva Raman	Change Management	HRM	B.B.A.
32	15-09-2011	Dr Bharat Meghe, Dean, Faculty of Commerce	Related to Importance of Commerce	Commerce	Commerce Study Circle
33	12/09/2011	Mr. Satish Sarda	Role of Finance for MBA	Finance	M.B.A.
34	25/08/2011	Mr. Rahul Sindaliya	Know Yourself	Communication Skills	B.B.A.
35	18/08/2011	Shri M.D. Kabra Chief Commissioner of Income Tax	Why should I pay tax?	Taxation (Commerce)	M.Com.

36	05/08/2011	Mr. Rani Mundada	Career options in Banking	Banking	B.B.A.
	2010-11				
37	22/02/2011	Dr. Swati Pawde	HIV and Stri-rog	General	B.B.A.
38	15/02/2011	Ms. Arurva Trivedi	Concentration through yoga and Spiritual Management	General	M.B.A.
39	25/10/2010	Dr. Ashutosh Paturkar	Strategic Management	Marketing	M.B.A.
40	19/10/2010	MsVinisha D'Cruz	Information Technology & Cyber Law	Business Legislation	B.B.A.

• **Seminars/Workshops:**

In order to encourage critical thinking and also to expose students to the latest developments in the subject area, we organize seminars/workshops for students as follows:

- * We organize an annual event GS-COMNEXT where the latest in the field of commerce and industry are discussed.
- * We also organize an inter-college project presentation competition TECH-PRO for B.Com. (Computer Application) students.
- * Our M.B.A. Department also organizes every year a state level seminar 'Shodh'.
- * We also send students to various events/competitions organized by other colleges.
- * We also organize classroom seminars where students make presentations on the topics related to syllabus. The following are some of the select topics on which students have made their presentations over a period of 4 years:

Select Classroom Seminars

Sr. No.	Session	Topic	Subject Area	No of Students	Department
1	2014-15	Nag Vidarbha Chamber of Commerce, Indian Mercantile Chamber	M.Eco.	28	M.Com.
2		Wage Policy	HRM	32	B.Com
3		Vocabulary Game play	English	70-80	B.Com
4		Types of shares	CLSP	20	B.Com
5		Population	I.Eco	10	B.Com.
6		NVCC, IMC Leadership, Types of Audit, ATM, Debit Cards	Banking & Management	24	B.Com.
7		PPT Seminar 'Role of Monetary & Fiscal Policy'	Economics/Commerce	40+	M.Com.
8		Paper Presentation on 'Financial News Analysis'	Economics/Commerce	100+	M.Com.
9		Students participated in UGC National Conference on Banking held at the college	Commerce	7	College
10		PPT Seminar on 'Approaches to Rural Development'	Economics/Commerce	40+	M.Com.

11		NVCC, IMC	M.Eco.	48	B.Com
12		Wage policy	HRM	28	M.Com.
13		Advertising, Planning, Types of Taxes, ECS, EFT	Taxation & Banking	34	B.Com (NG)
14		Android	IT	04	B.Com. (CA)
	2012-13				
15		Monetary Policy	M.Eco	30	B.Com.
16		Wage Policy	HRM	20	M.Com
17		Communication, Motivation, E-Governance and E-Commerce	Management & Law	54	B.Com (NG)
18		Cloud Computing	IT	02	B.Com. (CA)
19		Seminar on “Causes and Response to Depreciation of Indian Rupee”	Economics (Commerce)	150+	M.Com .
	2011-12	Stock Market, SEBI	M.Eco.	30	B.Com.
20		Wage Policy	HRM	27	M.Com.
21		Kinds of Companies, Stock Exchange, E-Banking	Law, Capital Market, Banking	31	B.Com (NG)
22		Windows 8	IT	02	B.Com. (CA)

Select Student Workshops

Session	Topic	Subject Area	Participating Students	Department
2014-15	One Day Workshop on ‘Role & Working of RBI in Monetary Management’ at RBI, Nagpur	Economics (Commerce)	40	M.Com.
	Workshop on Public Speaking	Organizational Behaviour	30	B.Com.
	Workshop on Derivatives	Finance	60	B.B.A.
2013-14	Workshop on ‘Cloud computing’ by Prof. Aakash Jain	IT	120	B.Com M.Com
	Workshop on How to Score Better in Exams	Techniques /Skill Development	120	B.Com M.Com
	Library Orientation Programme	Lib.& Info Sci	310	Library
	3 Day Workshop on GD & PI (HR Expert Mr. Ashish Sharma)	Employability	70+	M.Com.
2012-13	Workshop on How to Score Better in Exams	Techniques /Skill Development	120	B.Com M.Com
	Library Orientation Programme	Lib.& Info Sci	315	Library
	One Day Soft Skills Workshop (By Snehal Bendre)	Personality Development	100+	M.Com
2011-12	Library Orientation Programme	Lib. Sci. info	315	Library

For teachers:

We provide a number of opportunities to teachers for keeping them abreast of the latest developments in their subject areas as follows:

- Deputation of teachers to various seminars, conferences, faculty development programmes, and workshops conducted by other colleges, universities, and NGOs.
- Deputation of teachers to Refresher/Orientation courses and other FDP's conducted by ASC.
- Guest lectures/workshops for teachers

During the last four years the following number of teachers has been deputed to various Seminars/Conferences/FDP etc.:

Participation of Teachers in Seminars/Conferences/FDP (2011-2015)

Session	2014-15	2013-14	2012-13	2011-12	2010-11
National Seminars/Conferences	38	31	19	33	36
Inter-national Seminars/Conferences	06	09	02	05	-
Workshops					
FDPs	140	60	60	75	60

We also conduct in-house FDP's for our faculty. During the last 5 years, we have conducted the following FDP's in the college:

Faculty Development Programmes conducted by college

Session	Name of the FDP	Duration	No of participants
2014-15	Faculty Seminar of Research Paper presentation; two Guest lectures of eminent resource persons	1 Month	60
2013-14	FDP on 'E-Board: A Modern Teaching Aid'	2 weeks	64
2012-13	FDP on 'Use of ICT in T&L Activities'	1 week	21
2011-12	Workshop on 'Writing a Good research Paper'	2 weeks	50
2010-11	FDP on Computer Awareness	2 weeks	25

2.3.7 Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

For the academic, personal, and career guidance/counseling of students, the college has set up the following committees/cells.

- Student Welfare/Students (Boys) Counselling Committee
- Anti-Ragging Cell
- Women's Cell (Girls Guidance & Counselling/ Sexual Harassment/Gender Sensitization)

- Student Mentorship / Professor Guardian Scheme
- Career Guidance & Placement Cell
- We have also formed a panel of psychologists for counselling of boys and girls.

It is through the dedicated work of the above committees/cells that counselling/guidance is provided to students as follows:

Academic Guidance/Support:

Academic Guidance/Counselling starts right from admissions when students/parents are advised to choose the right courses, mediums and optionals through exhaustive interactions and counselling by teachers/coordinators who act as admission officers.

Later, after admissions, students are offered further counselling to choose from various add-on programmes.

Similarly, during the session, the progress of students in terms of academic performances, participation in curricular and extra-curricular activities, attendance and disciplinary record etc. are constantly monitored by mentor-teachers (previously professor-guardians) who are assigned 20-25 students each at the First Year level for the latter's entire stay in the college for the UG/PG degree. Earlier, until 2011-12, there used to be Professor-Guardian Scheme where each teacher was given a full section; from 2012-13, we have implemented the Mentorship programme through which all teachers are now aware of their students' academic and personal problems.

As per the findings/observations of the teacher-mentors, those students who are lagging behind in academics are offered remedial coaching/extra classes etc.

Further, academic support is extended in terms of additional library books and extended library hours, waiver in fees etc. for the needy students.

Personal and Psycho-social Counselling/Support:

Owing to constant monitoring of students through the Mentorship Programme, we are in position to identify those students who need either personal or psycho-social counselling or some kind of support. Usually, students come under the scanner because of their continuous absence or non-performance in the college activities. Such students are contacted by teachers and the reasons for their absence/non-performance are ascertained. In case of financial problems, aid is given to students from Students Aid Fund or Shiksha Mandal funds. In case of students who do not attend the college because of jobs, we contact the employers and request them to change the timings.

We have not had any incidents where we had to approach any professional counsellor for psychological reasons though we have on our panel professional counsellors who also conduct annual counselling sessions separately for boys and girls.

For girls, we have a Women's Cell which organizes various counselling sessions on career opportunities, health and hygiene, self-defence and gender sensitization.

Career Guidance:

Career guidance is a continuous process in the college. There is a dedicated committee for career guidance and placement which organizes various career counselling sessions, guest lectures by eminent professionals, workshops on soft

skills/PD etc. for students. The Cell also organizes campus recruitment drive.

We have also set up Competitive Examinations Guidance Centre as well as the NET/SET Coaching Centre.

Depending on the aptitude and interest of students, teachers guide students to get enrolled in any of the available career-oriented courses.

Following are the details of beneficiaries of academic guidance/support, personal and psycho-social support and career guidance offered by the college:

Services	Students Benefitted				
	2014-15	2013-14	2012-13	2011-12	2010-11
Academic Guidance/Support	300	300	200	200	200
Personal and Psycho-social Counseling/Support	600 (through mentorship, and counseling by psychologists)	600	600	400	400
Career Guidance	200	150	150	100	100

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

From the very beginning, the college and its management have insisted on the quality of teaching and the use of new and innovative teaching methods. Since the commerce stream provides optimum scope for innovative teaching approaches our teachers have already started practicing them as follows:

ICT-enabled methods:

We use the following ICT-enabled teaching methods:

- Delivery of min. 40% syllabus through PPT
- Use of e-Board for select teaching units
- Use of Internet for downloading educational videos/speeches by prominent industrialists-economists
- Assignments/projects involving the use of Internet for students on a regular basis.
- Live telecast of Budget
- Use of educational software like Tally/language lab software
- Screening of appropriate films/documentaries to cover related portion of syllabi
- PPT competitions for students

Interactive/Participatory Teaching-Learning:

In addition to usual question-answer sessions, we have also introduced interactive/participatory T/L approach through implementation of the following:

- **Classroom Seminars/Group Discussion:** For all classes on the topics given by teachers. In the recent past we have conducted seminars/GD on such topics as

FDI, Disinvestment, Farmers' suicide, new Company Act, Cloud Computing, Artificial Intelligence, Android etc.

- **Workshops:** On themes like “ How to approach university examinations”, “ Use of ICT in Commerce Education”, “Business Communication Skills ”, “ Soft Skills and PD”, N-LIST accession, Use of e-board etc.
- Role play and Quizzes

Independent Learning/Research Orientation:

In order to inculcate self-study habits and research aptitude, we have implemented the following:

- Home Assignments and Projects
- Case Studies/Balance Sheets of reputed companies
- Economic/Financial News Analysis
- Involvement in college's research projects

Hands-on Learning:

- Industry/Field visits to NSE/RBI etc.
- Commerce Lab Activities (e-filing, filing of tax returns etc.)
- Preparation of Models/charts/posters
- Internships

Efforts made by the institution to adopt new and innovative teaching approaches:

The college is very supportive of teachers for all these innovative practices and has made available all the resources from time to time as follows:

- Setting up computer labs and installing 10 mbps internet
- Setting-up NRC and making available to all teachers computers/laptops/internet facility along with infrastructural back-up of space, equipment and manpower
- Providing computers/ internet to all students in the library reference room
- Organization of conferences, seminars, workshops and FDP's and deputation of teachers to the same in other colleges
- Providing financial assistance for industrial visits and educational tours

Impact on learning activity:

Impact of such innovative practices on student learning is observed as follows:

- Teaching activity has become more interesting through ICT and audio-visual aids.
- PPT/e-board and videos have contributed to deeper conceptual understanding of the subject as compared to blackboard teaching.
- Students are getting the latest knowledge in their fields
- Self-study techniques/research orientation has made students more perceptive and inquisitive
- Attendance in classrooms and results have improved leading to better results and more merit positions

2.3.9 How are library resources used to augment the teaching-learning process?

The college library has a rich collection of over 50,000 books including reference books and encyclopaedias, number of periodicals and journals in different subjects, dictionaries, yearbooks, handbooks, biographies etc.

The Library is automated with customized library software 'LIBMAN' wherein OPAC service for searching of books by author, title, accession number, subject and other fields is made available. The library offers the following facilities to teachers and students for better facilitation of T/L process:

- Open access to all teachers from 8 am to 6 pm.
- NRC with dedicated computers to all teachers
- INFLIBNET /Nlist/J-Gate for accessing more than 97000 e-books / e-journals.
- The INFLIBNET pass word for accession is issued to both the staff and students.
- It has also a collection of Audio-Visual Cassettes, CD/DVDs on various subjects
- It has free internet facility for students with 25 terminals
- Current awareness service is provided to its users by way of
 - a) Display of new arrivals; b) News paper clippings; c) Display of current journals/periodicals
- Catalogues of different publishers are displayed for reference of faculty
- There are various library schemes like Book Bank, Book Deposit, additional BT's for good students and extended library hours during examinations

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

As per the UGC norms, the teaching period for any session is 180 days. Usually all teaching work is completed in thirty weeks and the institution does not face any challenges in completing curriculum within the given time frame as per the academic calendar. This is due to various systematic approaches adopted by the institution. They include:

- Subject allocation and time-table are planned well ahead of the academic session.
- Early appointments of contributory/ad-hoc teachers in case of vacancies.
- Timely admissions enable us to start the session early.
- Teaching plans are submitted by teachers through academic diaries in the beginning and their execution is monitored by HOD's/Principal on weekly/monthly basis.
- Conduct of unit tests, term examinations, and annual test examinations is done as per the annual calendar.
- Bridge/ remedial courses, Guest Lectures etc. are conducted from time to time.

From 2012-13, the university has introduced semester pattern for M.Com and owing

to its vastness and heavy coursework, some of our teachers faced the difficulty of completing the syllabus within the stipulated time but they eventually did so by engaging extra-classes on both working days and holidays.

The usual challenges like students not reporting regularly to classes or slow learners or heavy teaching workload are faced by our teachers as well but their readiness to work hard and give extra time to students ride across these problems.

We also have no-grant courses where, if the need arises, our regular grant teachers engage classes without any honorarium for completion of syllabi.

In case of agitations/strikes also teaching-learning suffers. We had such a situation in 2008-09. However, extra classes by teachers during vacations ensured the completion of all syllabi in time. From 2010 onwards no classes have suffered owing to strikes or agitations.

2.3.11 How does the institute monitor and evaluate the quality of teaching - learning?

The college has always taken pride in imparting quality education and therefore is very conscious of the quality of T/L activity. In order to monitor and evaluate the same, we have developed the following systems:

- **Academic Diaries:** At the beginning of the session, all teachers are given academic diaries. Teachers have to submit to the HOD's/Principal their subject-wise/unit-wise teaching/evaluation plans as well as the time frame. The HOD's monitor the progress of the syllabus on a weekly basis while Principal does it on a monthly basis.
- **Innovative Teaching Methods:** In order to make teaching-learning activity more interesting and productive, all teachers use varied innovative teaching methods including ICT-enabled teaching-learning, interactive and independent learning approaches. The college has in fact set up a dedicated committee for proper implementation and coordination of innovative T/L activity. Teachers have to submit the report to the committee about the innovative methods that they have used in the classrooms on a regular basis.
- **Peer Assessment of Teachers:** In case of new teachers, the HOD's/senior teachers/Principal/ Management representatives sit in the classes and monitor the quality of teaching.
- **Feedback:** The College has developed a comprehensive feedback mechanism through which feedback on the quality of teaching is sought from students/parents on a regular basis and suggestions, if necessary, are given to the concerned teachers for taking necessary corrective steps.

Quality of teaching and other related issues are also discussed in P/T meets as well and concerned teachers are given suggestions for improvement.

Principal/management also obtains impromptu feedback from teachers/students on the quality of teaching-learning on regular basis and necessary suggestions are given to teachers for improvement.

- **Students' Internal/External Assessment:** The quality of teaching-learning is best reflected by the performance of students in college/university examinations. For this, the college has evolved a very rigorous internal assessment mechanism that includes class tests, unit tests, assignments, projects, term examinations, oral examinations etc. Students' performance in these examinations is taken into account for finalization of I/A marks which are dispatched to the University. The external assessment is done by the university for both annual and semester pattern examinations.
- **Academic Audit:** The College has set up an Academic Audit Committee which after the declaration of University results, analyses all the results (class-wise/subject-wise). The institute has set benchmarks for results and those teachers who fail to deliver as per the set targets are required to submit explanations and plan of action for improvement. Consistently bad performers are liable for disciplinary action.
- **PBAS/CR's:** All teachers have to submit every year their PBAS/CR formats where they give inputs on the measures taken by them for qualitative teaching. Both the Principal and Management study the formats and grade teachers on the basis of their overall performance; bad performance is recorded in CR's.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

The number of teaching and non-teaching staff is decided on the basis of total workload available in the college as per the demands of each academic programme and as per the guidelines given by the University/UGC/Government.

The qualifications of teachers/staff are also decided upon by the University/UGC/Government.

Recruitment of teachers:

Whenever there is a vacancy owing to the superannuation, resignation or death of any teacher, the college starts the process of filling the vacant post.

The process involves obtaining the NOC's from the University/ State Government which is represented by the Joint Director of Higher Education.

As per the rules, each affiliated college has to follow the Government's policy of reservation. However, since we have been accorded the status of Hindi Linguistic Minority institute from 2009, reservation in recruitment is not applicable to us which enables us to select the right candidates from Open category with better and more selection options and without any reservation considerations.

Another advantage that the college enjoys as a minority institute is the selection of experts in interview panels which are eventually approved by the Vice-Chancellor.

Effectively, it means that we control the entire selection process and can select the candidates as per our actual requirements without any external pressure.

Our management has adopted a very broad approach for recruiting the best available talent around. As a result, the vacant posts are advertised in both national and state level newspapers as well as on the UGC website leading to the receipt of large number of applications. During our last recruitment drive, we received as many as 89 applications for 6 posts of asst. professors in Commerce from all over the country. With about 15-20 applications per post, we can indeed afford to be very clinical in our selections.

Even though the college enjoys the privileges of a minority institute, it still has to follow the norms of eligibility as prescribed by the UGC.

Similarly, we also follow the process of written tests, teaching demonstration and personal interviews for selecting the right candidates for the right job.

All appointments have to be approved by the University and the State Government.

There is also a provision of appointing contributory, part-time and contract teachers in case the NOC's from the authorities are delayed.

Retention of Teachers:

All new candidates are initially appointed on probation of one year which is extendable by one more year in case a candidate needs more time for assessment. If probation period is completed successfully, the services of a teacher are confirmed and he gets all benefits entitled to confirmed employees after LMC's approval.

Teachers are given complete freedom to work and excel in the duties and responsibilities assigned to them resulting in a secure and better work atmosphere which ensures optimum performance.

The institution enjoys a great retention rate. The track record of the college shows that one who joins normally stays in the college till his superannuation unless there are some exceptional and unavoidable circumstances. This speaks volumes about our selection process, quality of candidates as well as their loyalty to the institute, and management's caring attitude towards the performing teachers.

The institution always encourages the faculty members to update their knowledge and skills in order to meet changing requirements of the curriculum and offers to them the following opportunities:

- Deputation of teachers for orientation and refresher courses
- Encouraging teachers to participate in seminars, workshops, and conferences
- Encouraging teachers for major and minor research projects
- Encouraging teachers to acquire research qualifications
- Encouraging teachers to publish research papers/text-books
- Permission for acquiring additional qualifications
- Organization of FDP's, workshops, seminars, and conferences in the institute
- Encouraging teachers to go out as resource persons

The college management is always conscious of teachers' quality and equally supportive of all those teachers who want to grow academically as is evident from the

following qualitative profile of teachers as on 1-09-2015:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.		-	04	02	06	06	18
M.Phil.	-	-	-	-	01	02	03
PG	-	-	-	01	03	03	07
Faculty of MBA/BBA/B.Com. (CA)/B.Com.(NG)							
Ph.D.	-	-	01	-	02	02	05
M.Phil.	-	-		-	01	01	02
PG	-	-		-	05	08	13
Part-time /Contributory teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	01	01
PG					02	05	07

2.4.2. How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

In recent times, since we have not started any new course or introduced a new subject, we have not faced any scarcity of teachers.

But when we introduce new courses, we face some problems as fully qualified faculty is not so easily available at a short notice. In such cases, we take recourse to the following:

- Appointment of guest faculty/contributory teachers /ad-hoc teachers/ professionals in related fields in lieu of regular qualified faculty.
- Assigning additional teaching duties to existing teachers
- Deputation of teachers to refresher/ orientation courses/FDP's in new subject/s.
- Deputation of teachers to seminars/conferences for upgrading knowledge/ skills.
- Conduct of in-house FDP's for training
- Insistence on teachers' use of research tools, library resources, modern teaching methods and A/V aids etc. in order to make the T/L activity more productive so far as the new courses are concerned.

In the past three years, we have not introduced any regular UG/PG courses though we have started some add-on courses. To run these courses, we take the following measures:

- Appointment of Course Coordinators from among the existing staff members.
- Conduct of training programmes/Deputation of teachers to training programmes.
- Allocation of workload to the existing teachers
- Appointment of guest faculty

All the add-on/value-addition courses engaged by the in-house and guest faculty are delivering good results.

2.4.2 Providing details on staff development programmes during the last four years, elaborate on the strategies adopted by the institution in enhancing the teacher quality.

As has been said earlier, the institute puts premium on quality education and, while ensuring that it gets the best possible talent in terms of recruitment, it strives constantly to better the existing teachers' quality by exposing them to a variety of staff development programmes as well as offering them a number of in-house facilities so that they become the best disseminators of knowledge for their wards.

So far as the institutional strategy for enhancing teacher quality is concerned, we have currently on roll quite a few new and young teachers who are constantly exposed to new learning opportunities so that they match their senior counterparts in academic performance. The fact that the new teachers are already full of drive and initiative augurs well for them as well as the institution. Seniors, on the other hand, while acting as mentors to junior teachers, have to match the enthusiasm of their junior counterparts which has resulted in a very competitive atmosphere where each teacher strives for both individual and institutional excellence.

During the last four years, the following number of teachers has been deputed to various staff development programmes:

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	06
HRD programmes	25
Orientation programmes	10
Staff training conducted by the university	25
Staff training conducted by other institutions	19
Summer/Winter schools, workshops, etc.	--

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

We regularly organize faculty development/training programmes to empower our teachers with the latest skills and technology in terms of T/L methods, the use of ICT in commerce education, OER's, Research methods, preparation of study material etc.

❖ Teaching learning methods/approaches:

The college has, during the last four-five years, shifted its focus from the traditional T/L methods to innovative methods and approaches emphasizing ICT-enabled methods, interactive teaching, promotion of reflective, independent and critical thinking and research orientation among students. In order to train teachers for adopting these new strategies, the college has organized the following FDP's during the last 4-5 years:

1. Faculty Seminar of Research Paper presentation in 2014-15
2. FDP on 'E-Board: A Modern Teaching Aid' in 2013-14

3. FDP on 'Use of ICT in T&L Activities' in 2012-13
4. A two-week FDP on 'Writing a Good Research Paper' in 2011-12
5. A two week FDP on 'Computer Awareness' in 2010-11

Similarly, we also invite renowned scholars and professionals for guest lectures and also conduct workshops. During the last 4-5 years, we have organized the following workshops by renowned scholars and professionals:

- A one-day workshop on 'Acquiring Advanced Communication Skills in English through Creativity and Spontaneity'
Resource Person: Prof. Stephen DeGiulio, Senior English Language Fellow, US Embassy, RELO (January 12, 2015):
- A one-day workshop on 'Role of Teachers Beyond Classrooms'
Resource Person: Dr Mrinalini Fadanvis, Principal, Mahila Mahavidyalaya, Nagpur (2014-15)
- A Guest Lecture on 'Industrial Linkages'
Resource Person: Dr V.S. Gajaveli, Asso. Professor, IMT, Nagpur (2014-15)
- A two-day Cambridge English Teachers Support Workshop for BEC course
Resource Person: Ms Jassi Amalraj, Cambridge English Trainer, Pune (Oct 8-9, 2013)

❖ **Handling new curriculum:**

New curriculum is introduced by the university usually after every 5 years. Whenever it happens the university conducts the subject-wise orientation courses where we depute our teachers without fail.

At the college level, senior teachers also conduct faculty meetings for training junior teachers in the new subjects.

Similar strategies are applied when there is an introduction of a new subject/optional in the curriculum.

The situation of teachers being at disadvantage in the face of new curriculum/subjects etc. rarely happens in the Commerce faculty as all teachers are adept in handling all Commerce subjects; they are not appointed for any single subject but for all Commerce stream subjects.

Recently, when we started TCS' BPS course, we deputed our teachers to an Academic Interface Programme (AIP), conducted by TCS.

❖ **Content/knowledge management:**

We have not yet taken recourse to the CM/KM technology but our teachers are already into the process of creating a digital knowledge base through converting the teaching units into the PPT lessons.

Similarly, all teachers are instructed to write text books of their subjects in addition to supplying computerized notes to students.

In order to widen the knowledge base of both teachers and students, we encourage them to use OER's, refer to N-LIST/J-Gate for e-books/e-journals etc.

Further, all teachers are required to present a seminar on the latest in their subject areas which widens the knowledge base of individual teachers to be shared by others.

❖ **Selection, development and use of enrichment materials:**

Teachers use the available resources and technology for developing the study and enrichment materials. Making optimum use of NRC, they download educational videos, make PPT presentations on the basis of the OER's, and supply study material by referring to the latest books, journals and periodicals and current happenings in the world of trade and commerce. Teachers also provide to students the case studies/corporate profiles/balance sheets of big companies as enrichment material.

❖ **Assessment:**

Since there is already a fairly well-established system as prescribed by the University for both internal and external assessment, no faculty training per se is required. At the college level, the assessment activity is handled by a special Examination Committee which plans the yearly internal assessment schedules at the beginning of the session.

❖ **Cross cutting issues:**

Environment and ICT are now the regular features of all curricula and necessary training for using tools and technology for teaching these subjects has already been acquired by the concerned teachers.

The issues like Gender Sensitization and Human Rights have generally been non-issues in our institute since our basic approach is all-accommodative. We have students from all sections of the society belonging to various castes, religions, cultures etc. Still we have set up Cells for Gender Sensitization, Sexual Harassment, Ragging and Grievance Redressal to take preventive measures. Teachers are regularly deputed to seminars and workshops related to gender sensitization/sexual harassment issues.

We have also applied to the UGC for holding a national seminar on 'Societal Obligations towards Gender Sensitization'. Approval awaited.

❖ **Audio-visual Aids/Multimedia:**

As described earlier, workshops have been organized by the college for training teachers regarding the use of ICT-enabled teaching methods including the use of e-board. All teachers are also into using Multimedia, CD-ROM, internet for preparing and transacting their study material.

We also organized a training workshop for our English teachers ahead of the installation of Language Lab software in 2013-14.

❖ **OER's:**

Open Education Resources are now commonly used by teachers and students and hardly require any training. We still organize training for downloading educational material and videos or accessing various databases for both students and teachers.

❖ **Teaching learning material development, selection and use:**

It is left to the teachers to select the units where special study material is to be developed and in what form. Usually the need for development of study material is

felt when a new subject or a new topic is added to the existing syllabus. In such an event, teachers make use of NRC and refer to the OER's to prepare the desired study material and distribute it among students.

All teachers have also converted their teaching units into PPT form and use them regularly in classrooms.

Teachers have also been asked to write text-books of their own subjects in addition to supplying notes to students.

Lately, our English teachers developed and published a workbook for English Proficiency Course (EPC).

Students are also encouraged to make optimum use of ICT and library sources for self-study.

c) Percentage of faculty

The following number of teachers have been invited as resource persons/ participated in seminars/presented papers during last four years:

Sr No.	Faculty	2014-15	2013-14	2012-13	2011-12
1	Invited as resource persons	06	07	11	10
2	Participation in workshops /seminars / conferences etc.	44	40	21	38
3	Presented paper in workshop /seminars / conferences etc.	44	40	21	38

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes, industrial engagement etc.)

Ever conscious of teacher quality, the college provides as many opportunities as possible for the qualitative growth of teachers. The following facilities are available to teachers for recharging themselves academically:

Research Grants:

As a matter of policy, the college insists on all teachers getting involved in serious research and as such motivates them for taking up minor/major research projects with financial assistance from agencies like UGC/ICSSR/IIPA and other research bodies.

As a result, teachers have given a significant research output. During the last 4 years, 01 major and 01 minor research projects have been submitted to UGC while 01 major research project has been submitted to IIPA. Further, teachers are working on as many as 8 minor research projects while proposals for 2 major and 5 minor research projects are awaiting UGC's approval.

Study Leave:

There is a provision of paid (for two years only) study leave for teachers who are confirmed in service and have spent minimum three years in the institute. Teachers can proceed on leave to pursue a special line of study or research or Ph. D. No teacher so far has availed this provision though.

Support for Research and academic publications:

- In order to encourage research, our management Shiksha Mandal has created a Corpus Fund of Rs.15,00,000/- for all SM teachers for seed money. Recently, we completed an institutional research project on LBT with funding from SM corpus.
- Those teachers who are doing research are granted Duty Leave whenever they have to go for data collection. No teacher has availed this leave so far.
- For publication of Ph.D. theses, UGC offers financial assistance. One of our teachers has published her Ph.D thesis with the help of this assistance. For this purpose she received a grant of Rs. 20, 000/-.
- Teachers are also encouraged to publish text-books on their respective subjects. Such teachers are given additional library facilities and leave, if required, within permissible limits. So far 13 teachers have published 37 text books during the last 4 years.

Teaching Experience:

We have not yet had the occasion of deputing our teachers to other national institutes for teaching assignments though our teachers regularly visit other institutes as resource persons/guest faculty.

Similarly, a few of our teachers will visit select autonomous colleges in the country to study their practices ahead of our proposed autonomy.

Deputation to Specialized Programmes:

- Teachers are also deputed for attending orientation and refresher courses/ workshops / seminars at both the state and national/international levels.
- In addition, we send our promising teachers to other centres of education for acquiring professional competencies every now and then. For example, we had sent a teacher to Centre of Excellence, ICAI, Hyderabad for an FDP on CA-CPT training in 2010-11.
- We also deputed our teachers to AIP's conducted by TCS or NSE whenever invited.

Organization of FDP's in the college:

We organize in-house FDP's to recharge our teachers in terms of academics and skills from time to time. We also regularly invite renowned scholars and professionals to interact with our teachers and also organize workshops by the guests.

Industrial Engagements:

There is no industrial engagement as such for teachers though we have signed MOU's with industry for internships and placements.

We, however, encourage our teachers to go in the field and use their expertise for the betterment of society.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last

four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

The institution provides an excellent environment for development and growth of its faculty so that their potential and skills would earn name and fame for themselves and the institute. In the past our teachers have won awards as best teachers at the national/state/university level though in the last four years we did not receive any award as most faculty members are new and young.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

- The institution has since long introduced the practice of teachers' evaluation by students through formatted questionnaires designed by our parent management.
- In addition, the college has introduced class-wise/subject-wise evaluation of teachers by students on teacher quality, completion of syllabus, comprehension by students etc.
- The feedback is evaluated and necessary suggestions/decisions about the concerned teachers are communicated to teachers for corrective measures.
- We also have introduced external Peer Review system especially for new teachers. Retired teachers from Shiksha Mandal institutes and members of management visit the classes engaged by the new teachers and give them feedback for improvement

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- The university syllabus for each course invariably includes the details regarding the examination scheme and both internal and external evaluation. All the syllabi are made available to students and teachers in the college library.
- The details of internal assessment of students are incorporated in the college prospectus, which are also made available on the college website.
- Similarly, entire evaluation process is explained to students at the very beginning of the session by teachers and through Principal's customary addresses.
- During the sessions, students are communicated the internal assessment schedules through notices and circulars.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

As we are an affiliated college, we implement all changes/reforms that our parent university effects in either the syllabi or the evaluation processes.

In recent reforms, the university has introduced semester pattern for M. Com. with a new evaluation pattern and credit system from the session 2012-13. We have implemented the programme accordingly.

At the institutional level, we have implemented some additional reforms as follows:

- ❖ We have introduced class tests (after the completion of each chapter or sub-unit) in addition to the stipulated unit tests.
- ❖ Similarly, we give home assignments for all subjects whereas university expects home assignments in an optional subject only.
- ❖ We also conduct classroom seminars on the topics in the syllabus.

2.5.3. How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

In order to ensure that all evaluation reforms are implemented successfully, the college has set up a mechanism that coordinates all internal/external assessment activity as follows:

- **Examination Committee:** at the beginning of the session, the college constitutes the Examination Committee which is headed by the Convener with select faculty as members. The Committee plans the entire evaluation activity as per the university guidelines and is responsible for their execution.
- **Internal Assessment Schedules:** The Committee plans the entire assessment schedules for the year and the same are notified from time to time.
- **Conduct of Examinations:** As per the notified schedules, unit tests and term examinations are conducted with elaborate arrangements like setting question papers as per university pattern, moderation of question papers, printing of question papers and answer-books with due confidentiality.
- **Evaluation:** After the conduct of the unit test/term examination, papers are evaluated by teachers and checked answer-books are returned to students.
- **Maintenance of Record:** All teachers keep the record of unit tests/term test which is used while finalizing the internal assessment marks to be dispatched to the university.
- **Conduct of Viva Voce:** In order to make the exercise transparent and objective, the college constitutes panels for viva voce. The panel has subject teacher, subject expert and also Principal's nominee. The panel takes into account all four parameters of regularity, home assignments, performance in test examination, and viva-voce as prescribed by the University before finalizing the marks.
- **Dispatch of Internal Assessment marks to the university:** All teachers prepare their subject-wise record as per the above parameters and allocate the marks to students. Principal moderates the given marks, if necessary.
- **External Assessment:** Schedules for external assessment are declared by the university and our college is a centre for the university examinations.

- **Reassessment:** University has made a provision of re-assessment and applications for reassessment are routed through the college. The subject teachers help students in checking the photocopied scripts and advise students about applying for re-assessment or else.
- In addition to the above measures, the teachers also annually conduct workshops on themes like ‘How to Approach University Examinations’, ‘How to Score Better Marks in University Examinations’ etc. Teachers also make students solve in classrooms the question papers of earlier examination to familiarize students with the pattern of university examinations.

2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

The institution has adopted both the formative and summative approaches for evaluation of students and their achievements.

Formative Approaches: For the evaluation of academic and other activities during the session, teachers adopt the tools of home assignments, unit tests, term end examinations, project-work, viva-voce etc.

We also measure students’ progress through exercises in Case Studies, Group Discussions, Quiz contests, classroom seminars, PPT competitions, Role Play etc.

Summative Approaches: The summative evaluation is controlled by the university through year/semester end examinations.

Impact:

- The recent introduction of semester pattern and new examination system, which entails internal assessment in all subjects for M.Com, has left a very positive impact on the performance of students. Because of two university examinations in one session, the intensity of studies on the part of students has definitely increased and they have now become more systematic in their approach towards academics.
- Similarly, owing to the counting of internal assessment marks as separate credits, the passage of students from one semester to the other has become easier resulting in more number of students availing ATKT leading to reduced drop-out rate.
- For measuring students’ achievement in extra-curricular activities also we have adopted both formative and summative approaches. We monitor students participations in Sports/ NSS/ and other ECA like debate, elocution etc. at the college level competitions throughout the session and only the deserving are selected in the college teams and sent to inter-college competitions.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for

behavioral aspects, independent learning, communication skills etc.)

The university has prescribed an internal assessment mechanism with a break-up of weightages for various courses in all affiliated colleges and the same is published in the university syllabus. The weightages for various courses are as follows:

Name of the course	Criteria for Internal Assessment and marks					
	Discipline and conduct	Home assignments	Performance in test exams	Project/practical	Viva-voce	Total Marks
B. Com.	5	5	5		5	20
B.Com. (CA)	5	5	5	-	5	20
B.B.A. I & II	5	5	5	--	5	20
B.B.A. III	5	5	5	-	5	20
M.Com.	4	-	8	-	8	20
M.B.A.	10	5	15	-	-	30

At the institutional level, we ensure that the scheme is implemented with full rigour and transparency through the application of following measures:

- **Constant monitoring of discipline and conduct by Discipline Committee/Mentors:** Even though the I/A marks are finalized at the end of the session, we keep a year-long vigil on the disciplinary record of each student and it is as per the recommendations of the class-teachers, mentors and Discipline Committee that the marks assigned for conduct and discipline are awarded.
- **Rigorous Home Assignment Schedules:** As per the university scheme, home assignments are to be given only for the optional subjects in B. Com., but we insist on assignments in all subjects. Similarly, we give assignments at stipulated intervals, usually at the end of a unit, and never at one go, to insure that students get enough time to apply themselves.
- **Transparent Examination System:** The internal examinations are conducted with utmost earnest and following the strict norms of paper-setting, moderation, valuation, announcement of results etc. with due protocols and confidentiality. Further, the records of all marks are maintained by teachers and the Examination Committee.
- **Viva-voce:** In order to maintain transparency and objectivity in viva-voce, the college constitutes a panel of subject expert, subject teacher and Principal's nominee. At the time of viva voce, the panel takes into account students' record vis-a-vis discipline and conduct, classroom attendance, performance in test examinations, participation in college activities, communication skills etc. in addition to the subject knowledge of students.
- **Extra-curricular Activities**
The college also allocates incentive marks to students for participation in sports/ NCC/NSS/ Cultural activities in accordance with the parameters set down by the University as follows:

Name of the Activity	Criteria for Internal Assessment and marks				Total
NSS	Participation in regular NSS programme	Participation in 07 day camp at college level in NSS	Participation in university OR state OR national level camp OR blood donation in NSS		10
	03	03	04		
Adult & Continuing Education	College Level	University Level	Data Collection		Maximum 10 Marks
	03	02	05		
NCC	Attendance (75%)	Attended Camps	Social Service	Adventure Activities	10 Marks
	03	03	02	02	
Sports	Inter College	First Three Positions	Inter-University		Maximum 25 Marks
	10	15	25		
Cultural Programmes	Inter-college Cultural Activities	Inter-University Zonal level	Inter-University State/National level		10 Marks
	03	03	04		

The performance of students in ECA is monitored all through the session and only the best performing students are selected to represent the college in inter-college events. As a result our students are regularly bringing laurels to the college.

2.5.6. What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

All universities and colleges generally consider the following as graduate/post-graduate attributes:

Graduate Attributes:

- Critical understanding of the subject/s
- An awareness about the changing nature of Knowledge: its creation, advancement and renewal
- The ability to identify and analyze problems and issues
- Originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments

- An ability to apply a systematic and critical assessment of complex problems
- Familiarity with and ability to deploy advanced techniques and skills of analysis and enquiry
- An understanding of the need for ethical, social, cultural, environmental and wider professional conduct.

Post-graduate Attributes

- Conceptual understanding that enables critical evaluation of current research and advanced scholarship
- Originality in the application of knowledge
- The ability to deal with complex issues and make sound judgments in the absence of complete data.

The university specified graduate/post-graduate attributes are attained through the various curricula prescribed for various disciplines/faculties and their implementation in the conducted/affiliated colleges.

College level Attributes:

At the college level, we have specified our own attributes which are captured by our college motto and objectives and we ensure their attainment as follows:

❖ Proficiency in theoretical and professional aspects in different fields of Commerce

- Through the conduct of various UG/PG/add-on courses
- By imparting quality education through qualified faculty and through providing best possible atmosphere for overall academic excellence through the usage of innovative T/L techniques
- By exposing students to practical and professional aspects of syllabi through industrial visits, internships etc.

❖ Latest knowledge in the related fields along with awareness about the global trends in the fields of trade, commerce and industry

- By re-designing of syllabi from time to time
- Through the organization of seminars/conferences/workshops
- By inviting resource persons from trade, commerce and industry for guest lectures and talk.

❖ Personality and character

- By stressing upon ethical and value-based education
- By practising Gandhian principles to espouse an ethical and moral culture
- By organization of Personality Development/Soft Skills workshops for students

❖ Love for our country, national unity, and habit of social service

- By organization of programmes on National Days, anniversaries of great people
- Daily singing of National anthem in all classes

- Regular NSS/NCC/Adult Education activities
- Adoption of village for extension work
- ❖ **Capacity to be efficient managers, responsible businessmen and administrators**
 - By introducing the courses of M.B.A. and B.B.A.
 - By organizing career-oriented, skill-oriented workshops
 - By introducing various value addition programmes

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

We have set up Grievance Redressal Committee to deal with all student grievances. Generally students' grievances are about admissions, scholarships, office procedures, disciplinary matters including ragging and harassment by peers, library and other facilities, assessment etc.

Through conscious and dedicated efforts, the college has ruled out any chances of possible grievances with respect to the above causes. Through transparent systems of admissions, scholarship disbursement, prompt counter services and preventive anti-ragging/harassment measures, the college has succeeded in ensuring a grievance free atmosphere all around.

Similarly, the process of internal assessment, usually quite sensitive, has also been made so transparent that there is hardly any situation for grievance. It needs to be highlighted that all the checked answer-books of unit tests, terminal examinations, projects and home assignments are discussed with students and returned to them. Still, if there are any issues, they are resolved at the classroom/teacher level. During viva-voce, full objectivity and transparency is maintained eliminating any chance of grievance. Still, in case of any queries or grievances, students can directly approach the concerned teacher or Principal.

At the university level, students have the option of applying for revaluation. In such a case, students can ask for the photocopies of their answer-books which they share with their subject-teachers. The teachers advise the students either for or against revaluation on the basis of the actual performance of students.

2.6 Student performance and Learning Outcomes

2.6.1. Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

The mission, goals and objectives of the institute are clearly stated in the prospectus. Similarly, the course objectives (programme outcomes) for all subjects/courses are published in the university syllabus which is made available to all teachers and students in the college library.

Though generalized learning outcomes like abilities to acquire and retain knowledge

of all subjects, to understand and interpret the basic concepts, to apply ideas and concepts for solving problems, to critically analyze information and evaluate it etc. are inherently and naturally achieved through regular course-work and T/L activity, we, being a Commerce college, primarily focus upon building the following capacities in consonance with our college objectives:

- Acquisition of knowledge of all Commerce-related subjects
- Acquisition of Accounting/ Managerial / Entrepreneurial/Marketing/Soft Skills
- Acquisition of Global Competencies
- Ability to use ICT/other technologies for acquisition, creation and applicability of knowledge
- Research Aptitude
- Professional Attitude
- Employability
- All-round Development

All the above outcomes are also incorporated in one form or the other in various syllabi and therefore students and teachers are already aware of the same. Still the issues are discussed in the formal/informal staff meetings.

Similarly, all subject teachers spell out before their students the course objectives as well as their subject targets at the opening of the session.

All related activities for achieving these targets are notified well in advance through common and specific notices and circulars.

2.6.2. Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The college constantly monitors the curricular and extra-curricular progress and performance of students through the following mechanism:

Systemic provisions: As per the directives by various authorities, students must have minimum 75% attendance and they should complete all coursework in order to be eligible for examination. Similarly, the University awards incentive marks for Sports/NCC/NSS/Cultural events. The progress and the performance of students are assessed through internal and external assessment mechanisms.

Accordingly, the college monitors the progress and performance of students through a variety of sources as follows:

Attendance Record of students: All teachers have to record the daily attendance of students in each section. The records are evaluated on a monthly basis and the names of irregular students are reported to the mentor-teachers of the concerned students.

Internal assessment of students: Once the session is underway, the schedules for internal assessment are announced and examinations are conducted accordingly. Record of all internal examinations/ home assignments is maintained by all teachers. The performance of students in all internal examinations as well as other curricular and extra-curricular performances is shared with guardians in the parent-teacher meets which are held twice a year.

External Assessment: After the declaration of results, the college receives the mark-sheets of students which we distribute across the counters.

Academic Audit Committee: Comprehensive result analysis is done by the Academic Audit Committee which compares the instant results with those of previous years and accordingly corrective steps are taken by the college.

Mentorship: All mentor-teachers maintain the record of their assigned students in terms of attendance, performance in examinations, participation in co- and extra-curricular Activities and disciplinary matters. In case of any undesired development, mentors talk to students and if the problem persists the matter is reported to the Discipline/P-T committees which summons the parents of defaulting students.

The following are the results/achievements of last four years of B. Com. / B. Com. (CA)/ BBA/M. Com./M.B.A.

Course	Result %				
	2014-15	2013-14	2012-13	2011-12	2010-11
	UG Courses				
B. Com. E	74.32%	78.21%	77.30%	76.77%	62.84%
B.Com. H	63.38%	54.55%	57.75%	51.61%	45.33%
B.Com. M	60.00%	66.07%	72.50%	40.54%	66.67%
B.Com. (NG)	69.23%	69.04%	63.86%	66.41%	70.13%
B.Com. (CA)	77.78%	89.23%	80.26%	77.92%	82.00%
B.B.A.	89.83%	100.00%	88.57%	77.64%	72.22%
	PG Courses				
M.Com. E	86.36%	62.71%	44.23%	43.47%	50.00%
M.Com. H	62.07%	69.23%	14.00%	45.45%	36.84%
M.Com. M	86.49%	61.11%	32.26%	28.12%	30.36%
M.B.A.	81.40%	83.72%	86.21%	92.00%	92.45%

Achievements

The college has always been dominating University's Merit Lists for Commerce courses. During the last four years, as many as 26 students have secured merit positions as follows:

Merits

Sr.	Name of Student	Course	Year	University Rank	Marks obtained
1	Ms. Surbhi D. Thakur	B.Com.	Summer 2014	1st	1503/2000
2	Ms. Mahima Bhatnagar	B.Com.	Summer 2014	3 rd	1453/2000
3	Ms. Deepika Sunil Chawala	B.Com.	Summer 2014	5 th	1406/2000
4	Ms. Ekta N. Nanakani	B.B.A.	Summer 2014	1st	1598/2000
5	Ms. Komal J. Sharma	M.Com.	Summer 2014	2 nd	1208/1600
6	Ms. Pooja C. Gupta	M.Com.	Summer 2014	4 th	1217/1600
7	Mr. Sumit S. Sen	M.Com.	Summer 2014	5 th	1166/1600
8	Ms. Rukhsar M.A. Hussain	M.Com.	Summer 2014	6 th	1165/1600
9	Mr. Vishal P. Khatri	M.Com.	Summer 2014	6 th	1149/1600
10	Ms. Deepa S. Mangwani	M.Com.	Summer 2014	6 th	1140/1600
11	Ms. Surbhi J. Shah	M.Com.	Summer 2014	8 th	1053/1600
12	Mr. Raunak P. Shah	M.Com.	Summer 2014	9 th	1154/1600
13	Ms. Shubhangi M. Bagde	M.Com.	Summer 2014	9 th	1088/1600
14	Mr. Sarveshkumar S. Bhimte	M.Com.	Summer 2014	9 th	1068/1600
15	Mr. Rushi R. Thakkar	M.B.A.	Summer 2014	8 th	2768/3400
16	Ms. Rashmi Kushwha	B.Com.	Summer 2013	8 th	1368/1800
17	Ms. Kamini Sahani	M.Com.	Summer 2013	2 nd	583/800
18	Ms. Afrin Naushad Sayed	B.B.A.	Summer 2013	2 nd	1536/2000
19	Mr. Vinay Pradeep Asati	B.B.A.	Summer 2013	6 th	1511/2000
20	Ms. Sangeeta Kumari Singh	B.B.A.	Summer 2013	9 th	1497/2000
21	Mr. Avinash Kumar Pandey	B.Com.	Summer 2011	4 th	1437/1800
22	Ms. Kamini Sahani	B.Com.	Summer 2011	5 th	1435/1800
23	Ms. Shivani Karmarkar	B.Com.	Summer 2011	8 th	1401/1800
24	Ms. Rashmi Charjan	M.B.A.	Summer 2011	2 nd	2385/3200
25	Ms. Minal Manish Kashyap	M.B.A.	Summer 2010	6 th	2371/3200
26	Mr. Ashay Vijay Ghadge	B.Com. (CA)	Summer 2010	2 nd	1366/1800

2014-15 Results: (Merit lists next year)

- **Over 15 University toppers in M.Com. 2014-15**
- **3 University toppers in B.Com. (CA)**

Medals/Awards:

- **Surabhi Thakur(B.Com.)** who topped the B.Com. Merit list of 2013-14 was awarded with the following medals/awards:
 - ✓ Govindram Seksariya College of Commerce, Wardha Medal
 - ✓ Dr Madhukar Rode Memorial Medal
 - ✓ Late Mrs Shalini Damodar Dagaonkar Memorial Medal

- ✓ Shri Dhyabhai Chunnilal Sutaria Cash Prize of Rs. 800/-
- ✓ Arun Memorial cash prize of Rs. 350/-
- **Mahima Bhatnagar (B.Com.)** was awarded with a cash prize for scoring highest marks in Statistics in the Summer 2014 B.Com. examination.
- **Najuka Thote (M.Com.)** was awarded with University's **Gold Medal** for highest marks in the subject of "Operations Research" in M.Com. Summer 2013 examination.

Achievements in add-on Courses:

- 100% results in Cambridge English's BEC examination (2014).
- Near 100% results in CS-F batches
- 3 students have secured All-India rankings in CS-F examination in 2014-15 (Ayushi Jain, 18th, Bodhita Sen, 22nd); 2013-14 (Varsha Barlota, 24th).
- Over 40% result in CA-CPT; much higher than the national average.
- First TCS-BPS batch: 70.59% (6 placed by TCS)
- First NSE MCFM batch: 60%
- Other college conducted courses: 100%

Explanation on Results:

The comparative results of all courses over a period of five years show that the college's graph has been steadily climbing in terms of results, merits, first division students etc. in all courses

Our M.Com. unit is doing a thorough job and has produced this year (M.Com. IV Sem. 2014-15) over 15 students with more marks than last year's top ranker. We could easily end up with more than 10 merits when the merit list will be declared next year. Similarly, our latest B.Com. (CA) pass-outs of 2014-15 batch may also figure in the merit list to be declared next year.

It is not too difficult to trace the reasons for this performance. Suffice to say that hard work by teachers, their emphasis on the student-centric methods, students' active involvement in the transaction of syllabi, various co-curricular activities and workshops have been instrumental in reaching these targets.

In years to come, as is the wont of the institution, the bar will be raised and these performances will be bettered.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The intended learning outcomes of the institute as stated earlier are achieved through the conduct of various curricular, co-curricular, and extra-curricular activities in the college through the following mechanism:

Learning Outcome	Teaching/Learning Strategies	Assessment Strategies
Acquisition of thorough knowledge of all Commerce-related subjects	Making available as many diverse commerce related regular and add-on courses as possible; Conduct of T/L activity with due emphasis on traditional and innovative T/L methods; field visits/study tours; Projects; Providing all learning resources; Distribution of study/ reference material;	Internal Assessment: Unit/test examinations, home assignments, projects, viva-voce External Assessment: Projects/practical evaluation, university examinations
Acquisition of Accounting/ Managerial/ Entrepreneurial /Marketing /Soft Skills	Conduct of Tally Course for accounting; Add-on courses of CA-CPT/CS-F/TCS-BPS; Internships with local CA's; Organization of workshops/seminars/ lectures by renowned entrepreneurs /professionals for inculcating managerial/entrepreneurial skills	Internal examinations
Acquisition of global competencies	English: Conduct of BEC and English Proficiency Courses; Language Lab Computers: Computer Literacy Course; ICT-based assignments/projects;	Written and oral examinations; practicals/projects /PPT competitions;
Ability to use ICT for acquisition, creation and applicability of knowledge	Computer courses; Computer labs and internet; English language lab; educational software; NRC; Nlist etc.	Practicals/Projects/ PPT competitions/
Research Aptitude	Workshops on Research methodology; research projects; home assignments etc.	Project evaluation/viva-voce
Professional Attitude	Interaction sessions with professionals; Grooming sessions for corporate culture; Internships with CA's; Visits to corporate houses	Pre-internship screening test
Employability	Career Guidance Cell activities; internships; workshops on GD/Interview techniques; Placement Career-oriented courses like TCS-BPS, NCFM; Tally; NET-SET/Competitive Examinations etc.	Recruitment tests; Campus interviews
All-round Development	PD /soft skill workshops; extra-curricular activities like debate, elocution, essay-writing, poster competitions, sports etc; Extension activities through NSS; NCC	In-house debate, elocution, essay/creative writing/Book Review etc. competitions

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

In order to sustain and enhance the social and economical relevance of the various courses that are offered, the institute has taken the following initiatives:

❖ Setting up Career Guidance Cell for employment and entrepreneurship

There are numerous possibilities for students studying in Commerce Faculty. The UG courses of B. Com., B. Com. (Computer Application) and B.B.A., and the PG courses of M. Com. and M. B. A. are meant to produce batches of professionals like CA's, CS's, CWA's and entrepreneurs in the field of commerce and industry.

In addition, students can also join other professions like teaching and research, law, banking etc. as well as appear in various other competitive examinations.

In order to prepare students for these vocations and to enhance the social and

economic relevance of the courses, our Career Guidance Cell conducts the following activities:

- Year-long Career Counselling
- Organization of guest lectures on career opportunities in Commerce
- Organization of seminars/workshops on employability
- Organization of seminars/workshops on PD/Soft skills/GDPI etc.
- Organization campus interviews/placements

❖ **Introduction of Innovative add-on/value-addition Courses**

In order to make the existing UG/PG courses more relevant from employment point of view, the institute has started a number of career-oriented/value-addition courses which both supplement and complement the existing courses and also equip students with more professional competence.

❖ **Initiations in cultivating Research Aptitude**

In order to cultivate research attitude among its students, the college has initiated the following steps:

- **Setting up Research Cell:** The College has set up the Cell with a view to promote research activities both as apart of course work and as a discipline. The Cell organizes workshops in research methodology and helps students in preparing their projects/dissertations.
- **Recognized Centre of Research:** The College has applied to the parent University for the Status of Centre of Higher Learning and Research. After final approval from the university, we can enroll students for Ph.D. with our own Ph.D. supervisors guiding them in addition to conducting Ph.D. course work and PET preparatory programme at the college centre..
- **Institutional Research:** We have recently taken steps towards institutional research and involving our students conducted a survey on LBT. We submitted our findings to the NMC.
- **Involvement of Students in Research projects:** In order to encourage students for Research discipline, we involve our students in the MRP's as surveyors and research fellows. In a recently completed Major Research Project granted to us by IIPA, our students actually worked as surveyors and contributed to the project.
- **Research-oriented activities:** We also have initiated a number of activities that promote research attitude/aptitude. Home assignments, project-work, classroom seminars, Case Study Competition, Financial News Analysis competition, PPT competitions, Book Review Competition, GS-COMNEXT events like "My Business Plan", 'Company Analysis' etc. initiate students into research activity.

2.6.5 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

- The data on learning outcomes is collected through students' performance in internal examinations, project work, home assignments, viva-voce, and all in-house co- and extra-curricular competitions conducted throughout the session.
- All teacher-mentors are also required to maintain data on their assigned students' performance in all activities and it is through these efforts that we get to know about certain trends and tendencies for which appropriate steps are taken.
- For example, teacher-mentors know as early as in the second month of a session about poor performers in the unit tests. These students are monitored for the rest of the session and offered remedial or other coaching.
- In case of Marathi/Hindi medium students, who are slightly on a disadvantaged side in terms of classroom or other performances, teachers are asked to take extra efforts. Some special courses like English Proficiency or Communication Skills Hindi or Basics of Computers etc. have also been started for these students.
- Similarly, the better performers are offered seats in value-addition programmes as per their choice and they are groomed for various roles.
- Other outcomes like use of ICT, research aptitude, or all-round development are assessed throughout the session through the assigned activities.
- For employability, the final year students are exposed to campus interviews.

2.6.6. How does the institution monitor and ensure the achievement of learning outcomes?

The college has set up a comprehensive mechanism to monitor and ensure the achievement of intended learning outcomes as follows:

- **Setting up dedicated committees for various activities and tasks:** The college has set up various committees and cells for monitoring the execution and progress of various programmes/activities for the achievement of learning outcomes. All committees chalk out their programmes for the whole session and implement them in a systematic manner.
- **Academic Diaries for teachers:** All teachers are required to document their classroom work in terms of teaching plans, class tests, home assignments, seminars etc. in the academic diaries which are monitored by the HOD's/Principal on a weekly/monthly basis.
- **Student Mentorship:** All mentors are required to document the curricular, co- and extra-curricular performance/progress of assigned students.
- **Academic Audit:** The academic performance of students in all internal examinations is monitored by the subject teachers/ HOD's and mentors throughout the session.

At the beginning of the session, and after the declaration of results, the Academic Audit Committee analyses all results and the same are discussed in the College Council/LMC meetings where strategies for improvement are drawn.

In this manner, there is a constant monitoring of the activities meant for achieving learning outcomes.

2.6.7. Does the institution and individual teachers use assessment/ evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If ‘yes’ provide details on the process and cite a few examples.

Assessment / evaluation is not only an integral part of the entire education process but also, at present, the sole indicator of evaluating students’ performance and achievement of programme outcomes or learning objectives. It is also an indicator for planning as follows:

Benchmarking:

- Every year, we set new benchmarks for results based on the previous year’s results for each subject in every medium. Every year, the benchmarks are raised by 5%.
- Similar result-benchmarks are also set for individual teachers by our management. For the session 2014-15, the following benchmarks were set for various subjects:

Commerce teachers (English medium):	90%
Commerce teachers (M/H medium):	80%
English Teachers (English Medium):	100%
English teachers (H/M medium):	75%
H/M teachers (All mediums):	100%

Teachers achieving the above benchmarks are given letters of appreciation while those who fail to achieve the above are asked to submit action plans for improving their performance.

- Benchmarking is also done for placements and performance in sports and other extra-curricular activities.
- The monitoring of all performances by students is done by teachers and mentors while the monitoring of performances by teachers is done by HOD’s and Principal.
- In case of any lapses on the part of either the students or teachers, corrective measures are introduced.

Evaluation of Students’ Performance:

After the benchmarking of respective areas, teachers/conveners implement the scheduled activities (Unit/Term tests, seminars, assignments, viva-voce etc. and co-curricular, extra-curricular events etc.) and assess the performance of students through formative and summative evaluation and check as to what extent the benchmarks are being achieved.

If the desired results are not there, teachers take corrective steps like remedial/extra coaching, more competitions etc.

It is on the basis of this assessment that the teams for various activities/sports etc. are selected and only the deserving are sent to participate in various inter- collegiate and inter-university competitions viz. Avishkar, Ashwamegh, Yuvarang etc.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

The college has made significant progress regarding the teaching- learning process and its evaluation after the first accreditation in 2003 and second cycle in 2009 and has taken some significant strides in terms of improvement in intake, cut-offs, results, merits, co- and extra-curricular activities.

Qualitative rise in Curricular, co- and extra-curricular performances:

The College has seen a significant rise in results in UG & PG in all mediums over the last five years. B.B.A. Department has given 100% results in 2013-14 while other departments are catching up. There is a significant rise in the number of distinction grade holders and first divisioners which denotes the quality of output. Our students are consistently securing merit positions in the University examinations

The curricular performances are equally matched by the co- and extra-curricular performances. Our students are excelling in debates, presentations, models/chart making etc. and bringing prizes to the college.

Growth since last reaccreditation:

- **New programmes initiated:** The College has introduced a total of 12 new value addition programs over the last five years. Apart from the regular UG & PG courses, these value-addition programmes are helping the students reach their potential for future growth.
- **New tie-ups:** The College has tied up with various organizations for academic programmes. They include TCS, NSE, MKCL, and Tally Education.
- **New co-curricular activities:** We have also introduced quite a few new co-curricular activities in the form of GS-COMNEXT, GS-SUN, GS-Film Society, GS-Eco Club, Commerce Exhibition, Commerce Lab, Commerce and Language Study Circles, Financial News Analysis, case Study analysis, Book reviews, classroom seminars, PPT presentations, study tours, students' research and competition in the form of TECH-PRO and so on.
- **New technologies introduced**
We have also up-graded and added to our technology in the form of the following:
 - ✓ Internet facilities up-graded
 - ✓ More number of LCD projectors for teaching learning
 - ✓ English language Lab set up
 - ✓ One new Computer lab added
 - ✓ E-Board purchased and is used for T/L
 - ✓ Windows 10 installed in key machines

Teaching-Learning & Evaluation: Glimpses . . .



Teaching through PPT



Teaching through PPT



Workshop on E-Board



Grammar Workshop



Bridge Course



Students' Seminar



Visit to Bajaj Auto Ltd.



Visit to RBI Monetary Museum, Mumbai



Guest Lecture: Shri Tarun Das, CII



FDP: Dr. Vinayak Deshpande



Book Review Competition



Case Study Presentation



Commerce Exhibition



Commerce Quiz Competition



Live Screening of Budget



Workshop on "How to Score Better in University Examination"

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

- The institution has already applied to the RTM Nagpur University for getting the status of 'Centre of Higher Learning and Research.' The due procedures of LEC visit and inspection have taken place and we are awaiting University's approval. As a centre for higher learning and research, the college will conduct mandatory research course work and also conduct its examination for all those students who have registered for Ph.D. in the RTM Nagpur University.
- The institution has all the facilities to carry out research for both minor and major research projects sponsored by the UGC and other agencies.
- We also conduct institutional research on select and significant topics related to socio- economic themes.
- Similarly, for all those students who are registered for Ph.D. with our faculty members, the college is designated as a place of research and we provide all facilities to such students.
- Students also are involved in the research process through the curriculum units like project reports and case studies.

3.1.2. Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

- The college has set up a full-fledged Research Cell to monitor the research activity in the college.
- The Research Cell is headed by a convener under the chairmanship of Principal.
- The Research Cell motivates teachers to write research papers and also to prepare research proposals for major/minor research projects.
- The Cell also conducts sessions for research methodology and organizes lectures of renowned researchers.

The following are some of the major recommendations, implementations and their overall impact:

Recommendations	Implementations	Impact
All faculty members should undertake research projects	15 teachers applied for Major and Minor research projects to UGC and other funding agencies resulting in the award of 2 major	1 Major project submitted to IIPA; 1 major and 1 minor project submitted to UGC;

	and 9 minor research projects; 4-5 projects awaiting award	Work going on 8 UGC sponsored minor research projects
All faculty members should attend conferences/seminars and present research papers	Total 136 papers published in various national/international seminars/conferences proceedings.	All faculty members are into the research habit with sizable research output
All faculty members should publish papers in peer reviewed National /International Journals	Total 76 papers (57 in national and 19 in international journals) published by teachers during the last 5 years.	
All faculty members should publish text-books/ reference books of their subjects	Many teachers have started writing the books.	37 text-books published by 13 teachers
Teachers should complete their Ph.D.'s	Teachers registered for Ph.D. degree	17 teachers have been awarded Ph.D. degree during the last five years. 02 teachers have submitted their Ph.D. theses to the university 09 working on their Ph.D.s
Teachers should involve themselves in active research as guides	Teachers applied to the University for Research Supervisorship	08 teachers are acting as research supervisors with 24 Scholars working under them; 09 scholars awarded Ph.D.'s during last 4 years

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- autonomy to the principal investigator
- timely availability or release of resources
- adequate infrastructure and human resources
- time-off, reduced teaching load, special leave etc. to teachers
- support in terms of technology and information needs
- facilitate timely auditing and submission of utilization certificate to the funding authorities
- any other

The college puts premium on research activity and ensures a totally facilitating atmosphere for conducting research through the following efforts:

- **Autonomy to the principal investigator:**

The principal investigator is allowed to conduct his research in a free atmosphere without any interference from either the college or the management.

- **Timely availability or release of resources:**

In case of sponsored research projects, usually more than 50% of the total allocation is received by the college for the purchase of equipment, books, stationery, travel, and contingencies. Once the funds are received, Principal releases the funds in the form of advance as and when applied by the investigator.

- **Adequate infrastructure and human resources:**

The college makes available to all its faculty members engaged in research the following facilities:

- Separate Research Cell with computers/internet
- Library facilities with open access to all books, textbooks and encyclopaedias, reference books and other study material.
- N-LIST/J-Gate facility.
- NRC /Computer labs with unlimited internet facility
- Separate enclave for teachers in library
- Collection of research projects and dissertations of M. Phil., M.B.A., Ph.D. for ready reference.

- **Time-off, reduced teaching load, special leave etc. to teachers:**

For teachers working on the research projects there is no rebate in teaching workload as per the new UGC guidelines. Teachers are, however, entitled to study leave/sabbatical leave of various durations.

The college also allows researching teachers to visit local libraries and other places for collecting data etc. after their teaching assignments.

- **Support in terms of technology and information needs:**

Researchers are offered all the available physical facilities including technological support in the form of computers, internet with wi-fi facility, scanners/printers, photo-copiers etc. for conducting research.

In addition, teachers can purchase from their sanctioned grant all the necessary equipment/software required by them which eventually become college assets.

Researching teachers are also given laptop back-up in case they have to carry the equipment outside the college for research work.

- **Facilitate timely auditing and submission of utilization certificate to the funding authorities:**

Our management has its own auditors and therefore all the expenditure incurred on research projects by researchers is promptly audited and Utilization Certificates are submitted in time to the funding agencies for the release of balance grants.

- **Any other**

Our Management, Shiksha Mandal, has already set up a Research Fund of Rs. 15,000,00/- for seed money. All teachers/colleges can apply to Shiksha Mandal for start-up grant of Rs. 5,000/- per project/per head until their projects are approved and sanctioned by the sponsoring agencies.

Teachers/colleges can also apply to Shiksha Mandal for financial assistance for working on research projects independent of the UGC or other agencies.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The institution promotes the research culture and scientific temper among its students through the implementation of the following:

- Allocation of teachers as guides for project work

- Conducting workshops on Research Methodology
- Asking students to do Financial News Analysis/ Home Assignments/Case studies involving students in college research projects
- Conducting classrooms seminars/PPT presentations
- Conducting Book Review Competitions
- Commerce lab activities/ Preparation of charts/models for Commerce Exhibition
- GS-COMNEXT/ TECH-PRO competitions
- Participation of students in inter-collegiate seminar competitions
- Encouraging them to participate in conferences and seminars.

This year our students made presentations in the UGC sponsored national conferences on Banking and Management as registered delegates in the students/scholars category.

- Encouraging them to participate in University level ‘Avishkar’ Competition which invites research papers, scientific models etc. from UG/PG students from all faculties. This year, our students won the University level prizes for the entries submitted in ‘Avishkar’.

3.1.5. Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

The college has had a long-standing tradition of producing researchers and writers who have contributed immensely to the corpus of knowledge so far as the Faculty of Commerce of the RTM Nagpur University is concerned. There was a time when all the text-books of Commerce Faculty were authored by the college teachers and the only research supervisors in the university were from the college itself.

Following are the details of faculty involvement in active research at present:

(A) RESEARCH SUPERVISION

Sr. No.	Name of Research Supervisor	Subject/ Faculty	No. of Scholars working (Ph.D.)	No. of Ph.D.'s awarded	No. of Scholars working (M.Phil.)	No. of M. Phil.'s awarded
1	Dr. N.Y. Khandait	English/Arts	03	Nil	Nil	03
2	Dr. A. N. Sarda	Commerce	07	16	Nil	Nil
3	Dr B.B.Kalpande	Commerce	03	Nil	Nil	Nil
4	Dr.M..R..Pandey	Commerce	02	Nil	Nil	Nil
5	Dr P.M. Paradkar	Library Sci.	02	Nil	Nil	Nil
6	Dr. O. Talib	Management	04	Nil	Nil	Nil

(B) MAJOR/MINOR RESEARCH PROJECTS:

During the last 4 years, the college has been involved in significant research activity through various research projects sponsored by UGC/ ICSSR/IIPA etc. as follows:

Sr. No	Name of the researcher	Name of the Project	Funding Agency	Funds allocated	Remark
Major Research Projects					
1	Dr D. S. Kawday / Dr O Talib	An impact of advertisement on teenage consumer in Nagpur city and its surrounding rural area	IIPA	3,90,000/-	Project Submitted
2	Dr D. S. Kawday	A study of the effect of Privatization on Higher Education in Rashtrasant Tukadoji Maharaj Nagpur University: A Critical Study	UGC	3,97,200/-	Project Submitted
3	Prof. P.R.Agrawal	A Comprehensive Study of Octroi and LBT and its Impact on Local authority, Businesses and General Public in Nagpur City	ICSSR	6,00,000/-	Transferred to G.S. College, Wardha
Minor Research Projects					
4	Dr.A.N.Sarda	The reforms in capital market and investors satisfaction –An analytical study of retail investors	UGC	1,00,000/-	Project Submitted
5	Dr.P.M. Paradkar	Institutional Repository	UGC	85,000/-	Work in Progress
6	Dr.Mrs.D.V. Chavan	A Study of self Narratives by Doctors in Marathi Literature: A Social Perspective	UGC	65,000/-	Work in Progress
7	Dr.B.B. Kalpande	A Critical study of the Rural Development in Nagpur District of Vidharbha of Hingna Tahasil	UGC	1,15,000/-	Work in Progress
8	Dr.Ms.V.D. Nagdive	An analytical study of Contribution of State Bank of India in the Growth of Small Scale Industries in Nagpur District (2007-2010)	UGC	1,35,000/-	Work in Progress
9	Dr. Mrs. R.T. Sahu	An Analytical Study of Human Resource Development Aspect in the Himalaya Credit Co-operative Society Limited, Nagpur	UGC	1,15,000/-	Work in Progress
10	Dr.B.M. Chachane	Nagpur Shahar ke bhawan nirman shramikonka samajik avam aarthik adhyan (2007-2010)	UGC	1,00,000/-	Work in Progress
11	Dr. R.H.Nagarkar	Grahak Shikyat Nivaran Manch Nagpur Zilha Ka Vivad Niptara Aur Grahakoke Hit Saurakshanarth Karya Nishpadan Ka Visleshanantmak Evam Samikshatamak Adhyan	UGC	60,000/-	Work in Progress
12	Dr.N.H. Kalyani	Chandrasen Virat ke Geeton mein Sammanyik Chitan avam chetna	UGC	1,00,000/-	Work in Progress
13	Dr. N. Hirani	Challenges and issues of LBT faced by traders in Nagpur City	Institution	15,000/-	Project Submitted
	Total			2277200/-	

(C) INDIVIDUAL RESEARCH

The college has over 20 teachers with Ph.D. degree with more to follow.

The following teachers are pursuing their Ph. D.'s:

Sr. No.	Name of Teachers	Department	Name of the Topic	University	Status
1	Prof. Y.H. Kedar	Commerce	An Impact of Dis-investment policy on BALCO: A Pre-& Post-Privatization Study (1998-2004)	R.T. M. Nagpur University	Submitted
2	Prof. P.S. Murarkar	English	Role of Education In The Emergence of New Woman In Fictional World of Manju Kapur	R.T. M. Nagpur University,	Submitted
3	Prof. P.R. Agarwal	Commerce	A Study of Socio Economic Development through Micro-finance in Rajnangaon District	Pt. Ravishankar Shukla Univ	Work in progress
4	Prof. G. Ramesh	English	Interactive Methods to Build Business Vocabulary In Undergraduate Students	R.T. M. Nagpur University	Work in progress
5	Prof. V.N. Thang an	Commerce	A Critical Analysis of Working Condition in Private Life Insurance Companies and Its Impact on Sales Executives with Reference to Nagpur City	R.T. M. Nagpur University,	Work in progress
6	Prof. S.S. Kathalay	English	A Construct of Existence in the Select Novels of Boman Desai and Rohinton Mistry	R.T. M. Nagpur University,	Work in progress
7	Prof. M.V. Purohit	Commerce	Role and Contribution of Project Financing Services in establishment of Manufacturing Units in Nagpur Districts with Special Reference to Private Limited Companies	R.T. M. Nagpur University,	Work in progress
8	Prof. R.J. Arora	Economics	A study of factors determining industrial investment in Vidarbha with special reference to private sector.	R.T. M. Nagpur University,	Work in progress
9	Prof. S. Padole	Management	An Analytical Study of Impact of Investments of Foreign Institutional Investors(FII) on Indian Stock Market(2005-2014)	R.T. M. Nagpur University,	Work in progress
11	Prof. N. Upadhye	Management	Key Factors Behind Effective HR Practices in IT Industry in Vidharbha Region(2006-2011)	R.T. M. Nagpur University,	Work in progress

(D) STUDENT PROJECTS/DISSERTATIONS

The following is the student projects output by our faculty during last 5 years:

Sr. No.	Name of the Teacher	Department	No. of Projects					Total
			2014-15	2013-14	2012-13	2011-12	2010-11	
1	Prof. R.J. Arora	M.Com.	06	-	-	-	-	06
2	Prof. Y.H. Kedar		08	-	-	-	-	08
3	Prof. N.Z. Hirani		07	15	-	-	-	22
4	Dr. R. T. Sahu		07	13	-	-	-	20
5	Dr. S.D. Morey		07	-	-	-	-	07

6	Dr. P.Dungore		07	15	-	-	-	22
7	Dr. M.R. Pandey		08	-	-	-	-	08
9	Prof. P.Shrivasta		07	-	-	-	-	07
10	Prof. M.V.Purohit		06	-	-	-	-	06
11	Dr. A.N. Sarda		08	13	01	-	-	22
12	Dr. R.H. Nagarkar		07	-	-	-	-	07
13	Dr. B. M. Chachane		08	10	-	-	-	18
14	Dr.B.B. Kalpande		06	-	-	03	-	09
15	Prof. V. N. Thangan		08	-	-	-	-	08
16	Prof. A.S. Jain		07	-	-	-	-07	
17	Dr.A.B. Patle		08	13	-	-	-	21
18	Prof. V.D. Nagdive		07	-	-	-	-	07
19	Dr. N. D. Dharmadhikari		07	09	-	-	-	16
20	Dr. S.B. Mishra		08	-	-	-	-	08
21	Dr. D.S. Kawday		-	17	-	03	-	20
22	Dr.S.S.Waikar		-	-	-		03	03
		MBA						
1	Dr. Owais Talib		13	11	12	Nil	Nil	36
2	Dr.D. Meshram		Nil	Nil	Nil	10	13	23
3	Dr.S. Shrivastava		10	13	11	14	13	61
4	Dr.A.Dadhe		12	12	14	11	13	62
5	Prof. S. Padole		11	12	11	15	13	62
		BBA						
1	Prof. Y. H.Kedar		07	13	15	-	-	35
2	Dr.A.N.Sarda		15	-	-	-	-	15
3	Dr.A.B. Patle		04	-	-	-	-	04
4	Prof. M.Purohit		07	15	16	-	-	38
5	Prof. M.R. Pandey		07	14	15	-	-	36
6	Dr.S. Shrivastava		05	-	-	-	-	05
7	Prof. A.S. Jain		03	-	-	-	-	03
8	Prof. V. D. Nagdive		03	-	-	-	-	03
9	Prof. V.N. Thangan		07	12	10	-	-	29
10	Dr. O. Talib		02	04	02	-	-	08
11	Prof. S.D. Morey		-	-	14	-	-	14
		BCCA						
1	Prof. P.J. Yadao		32	33	48	48	41	202

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

In order to imbibe research culture among the staff members and students, the college regularly organizes workshops/training/sensitization programmes.

During the last 4 years, the college organized the following programmes for research orientation:

- **For Faculty Members**

Sr. No.	Name of the Programme	Organizing Department	Area of Capacity Building	Duration/Date
1	Faculty Development Program on 'Use of ICT in T/L Activities	IT Department and Research Cell	Accessing e-resources for research	22-04-13 to 30-04-13
2	Workshop on 'How to Write a Good Research Paper'	Research Cell	Techniques of writing a research paper	03-04-12 to 21-04-12
3	Dr. Vinayak Deshpande, HOD, Dept. of Business Management,	Research cell	Research Topic/ Research Design	03/04/2012
4	Guest lecture cum training session on 'How to do Research in Commerce' by Dr. Pradeep Navghare	Research & Extension Committee	Research Methodology and other related areas	15-10-11
5	Guest lecture cum training session on 'How to do Research in Commerce' by Dr. D. S. Janbandhu	Research & Extension Committee	Research Methodology and other related areas	08-09-11
6	FDP on various areas of research development programme; series of lectures by guests/scholars	Professional Development committee	Research, T/L skill development	18-04-11 to 27-04-11

- **For Students:**

For students also we organize a variety of research orientation /sensitization programmes/workshops for inculcating research culture as follows:

- The Research Cell organizes every year workshops on Research Methodology for M.Com./M.B.A. students.
- All teachers/project supervisors impart research training to their respective students for stipulated project work.
- Students are involved in college research projects
- Students are given home assignments on select topics
- Competitions like Best Case Study Presentation/Best Seminar/PPT presentation/My Business Plan /Company Analysis/ Financial News Analysis/Book review Competitions etc. are organized for students
- We also conduct visits to Industry, RBI, NSE, NVCC etc. and ask the students to submit reports on the visits.

3.1.7. Provide details of prioritised research areas and the expertise available with the institution.

Being a Commerce College, our prioritized research areas are essentially those related to Indian Economy, Commerce & Industry, Accounts, and Business Management. The following faculty members are registered as Research supervisors in Commerce Faculty as per the specializations mentioned against their names as well as the areas of research being supervised by them:

Sr. No.	Name of the Supervisor	Specialization/ expertise	Select Research Areas under supervision
1	Dr A. N. Sarda	Commerce	Inventory Management; customer perceptions about quality of services in E- Banks & Traditional Banks; job satisfaction level of employees in Major public sector banks; investment options and preference among working women; Inflation and its Impact on Investors; CSR; micro finance and woman empowerment;
2	Dr. B.B. Kalpande	Commerce	Strategic Human Resource Management; SSI, NPA
3	Dr. M. R. Pandey	Commerce	Working Conditions in Private Life Insurance Companies; Role and Contribution of Project Financing Services
4	Dr.O. Talib	Management	Employees retention in four wheeler automobile industry; value added services; innovative HR practices; management of cultural shock

The institution has all the necessary facilities to conduct research in these areas.

Other non-commerce research supervisors are also engaged in active research.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

To ensure the creation of a vibrant research atmosphere, we regularly organize guest lectures of renowned scholars to guide our teachers and students;

The following are some of the scholars/researchers of eminence who visited the institute and delivered lectures on various topics during the last 4 years:

Session	Name of the Scholar/Resource person	Topic
2014-15	Shri Tarun Das Ex- Director General of CII	‘Different facets of Indian Budget of 2015-16; (16-07-14)
	Dr. M. Fadnavis Principal, Women’s College, Nagpur	‘Role of Teachers Beyond Class room’ (Sept. 2014)
	Dr. V.S. Gajavali Professor, IMT, Nagpur	‘Industrial Linkages’ (Dec. 2014)
	Shri V. S. Rajagopalan President(Legal), Bajaj Finserv, Pune	Challenges before Indian Banking Sector (24-02- 2015)
	Dr. Kedarnath Banerjee Professor, ISCTE Business School, University Institute of Lisbon	Molecular Economic System; delivered on 10-03- 2015
	Dr. Shri Prakash, Professor & Dean-Ph.D, Birla Institute of Management Technology, New Delhi	Micro Perspective on Management; delivered on 10-03- 2015
2013-14	CA Mr. Khati and Ms. Varsh from National Stock Exchange, Mumbai	“Investor Education” (3-9-2013)
	Mr. Anand Gokhale Deputy Director, Ministry of Finance, Govt. of India	‘Anti Money Laundering and Role of Financial Intelligence Unit in Countering Financial Terrorism’ (10-09-2013)
	Dr. Uma Vaidya, Vice-chancellor,	‘Quality Parameters in Higher Education’

	KKK Sanskrit University, Nagpur	(03-12-2013)
	Shri Prashant Joshi, Director, Mind Bloom Technologies, Nagpur	'Use of Information Communication Technology in T/L'(03-12-2013)
	Dr.John Menachery, Principal, MSS Institute of Social work, Nagpur	'Role of Assessment & Accreditation Bodies' (03-12-2013)
	Ms.Anupam Sanghi, Legal Panelist, Competition commission of India	'Trade Regulator Competition Commission of India'(02-01-2014)
2012-13	Shri Ranjit Gupta, President, Bajaj Finserv, Pune	'Various Issues in Indian Insurance Sector' (27-12-12)
	Dr. S. D. Page, Head, Information Technology Dept. NIA, Pune	'Role of Information Technology in Insurance Sector'(27-12-2012)
	Shri V. Jeyaraman, Chief Financial Officer, Bajaj Allianz Ltd.	'Overview of General Insurance'(27-12-2012)
2011-12	Shri M. D. Kabra Chief Commissioner of Income Tax, Nagpur	'Why Should I Pay Tax?' (18-08- 2011)
	Dr Madhav Aney, Professor, Singapore University	Should we care about Economic growth?; 22-12-2011)
	Dr.V.S. Deshpande, HOD, DBM, RTM Nagpur University	"Research Topic/Research Design' (03-04-2012)

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities?

No teacher has availed of sabbatical leave until now.

This, however, has not in any way restricted college's research output as teachers are conducting research even without availing the sabbatical leave.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

In order to create awareness about the research findings or the latest developments among students and the community, the institute has taken the following initiatives:

Regular initiatives:

- Purchase of research journals by the college library
- Annual Budgets/ latest developments in Economy etc. are shared with students through specially conducted programmes
- Organization of conferences/seminars
- To spread awareness about the latest happenings in Commerce and Industry in the community, we organize Commerce Exhibition.
- Further, community is involved in college programmes through extension activity undertaken by the NSS/Adult Education units.

Special Initiatives:

- Recently, our Research Cell conducted a survey on Local body Tax (LBT) and collected inputs from the local trading community. The findings were shared with the Nagpur Municipal Corporation (NMC) which is the executing local body.
- We also organized a commerce exhibition where models/charts on the current issues like LBT, LPG subsidy, E-Commerce, e-banking etc. were displayed for the benefit of students and community.
- Every time there is some new development in the world of Commerce & Industry, we organize special programmes by inviting experts in the related fields and update our teachers and students about the new trends. During the last 4 years, we organized the following special talks/seminars on such current issues:

Session	Guest	Topic	Date
2014-15	Shri Tarun Das Ex- Director General of CII	New Government's First Budget	16-07-14
2012-13	C.S. Shri Rohit Jain	Company Amendment Bill 2012	17-01-13
2012-13	C. A. Shri Jaydeep Shah	Current Trends in Commerce Education	28-12-12
2012-13	C.A. Shri B. C. Bharatia	FDI in Retail	04-10-12

- We also annually organize a Faculty Seminar, where all faculty members are required to present papers on the latest research and developments in their respective subject areas.

3.2 Resource Mobilization for Research**3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.**

The college budget is prepared vis-à-vis the salary/and non-salary grants received from the state government. There is no specific provision for research in the grants that the college receives from the state government though some funds are reserved for library purchases and attending conferences/seminars etc.

During the last four years, the following amount has been spent for library/research/conferences activities:

Head	2014-15	2013-14	2012-13	2011-12	2010-11
Subscription charges of News Papers/ Research journals (ReadingRoom)(Non-Salary Grant)	32421.00	29490.00	24336.00	18469.00	31419.00
Library Purchases (College Fees)	307632.00	289462.00	154239.00	122238.00	147361.00

Library Purchases (UGC)	21878.00	118733.00	43864.00	41666.00	--
Delegate fees for attending conference/workshop / seminars/ Training etc. (UGC)	2500.00	--	4798.00	5224.00	--
Computers for Research Cell (UGC assistance)	--	--	126400.00	--	--
Computers for NRC (UGC special assistance)	446985.00	--	--	--	--
Furniture for NRC (Non Salary)	106650.00	--	--	--	--
Total	918066.00	437685	353637	187597	178780

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

The institution on its own does not provide any seed money to the faculty for research. Teachers, however, can ask for advances as seed money from our parent management which has created a corpus fund of Rs. 15,00,000/- for seed money. Recently, SM sanctioned Rs. 15,000/- to our college for conducting research on LBT.

3.2.3 What are the financial provisions made available to support student research projects by students?

At present, there is no financial provision for students' research projects from the college funds. However, students can apply to the institution for any financial assistance for their research projects with justification. In such cases, our management provides funds. So far no application has been received by the college in this regard.

Students can also avail help from university's/college's student aid fund/welfare fund for educational purposes.

We, however, extend all physical support for project work in the form of computers, internet, stationery, printers, copiers etc. along with all the library facilities.

3.2.4 How do the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

We are a single faculty college and therefore the mainstay of research in the areas of Commerce, Business Management, Accountancy & Statistics, and Economics which are also the departments in the commerce faculty.

Lately, however, our teachers have ventured into interdisciplinary research covering areas like Public Administration, Higher Education, Law, Economics, IT, Environment, Sociology, Women Empowerment etc. through their Ph. D.'s/MRP's or research papers.

Our student projects also cover various interdisciplinary areas.

Challenges faced in inter-disciplinary research:

As per the feedback, there have not been any major challenges to speak of except those of data collection related to the other disciplines, primary sources and other incidental contingencies.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The institution has a lot to offer to its researching staff and students in terms of the equipment and facilities as follows:

Equipment: Computers/laptops, software, printers, scanners, copiers, telephones etc.

Facilities: Research Cell, Library, NRC, NLIST/J-Gate, Reading Rooms, 10 MBPS Internet (wi-fi), computer labs, printers, photocopiers etc.

In order to ensure the optimum use of all the equipment and facilities, the college has taken the following measures:

- Ready access to all computer labs/equipment with technical support
- Deployment /distribution of equipment in various departments to avoid rush
- Pass word to staff and students for accessing e-resources
- Separate computers for staff and students with internet/printer facility
- Extended library hours for staff and students
- Library purchases as per the recommendation of staff/students

3.2.6. Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The institution has neither sought nor received any special grant or finances from industry or other beneficiary agencies for developing research facility. However, the research grants that we receive from UGC or any other funding agency are utilized by the college for creating more research facilities/assets in the college.

3.2.7. Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

The college has set up a dedicated Cell for research activity. The Research Cell offers all sorts of technical support to the faculty members in terms of preparing the research proposals and processing them through proper channel with the approval of Principal.

Principal forwards these proposals to funding agencies for financial assistance.

During the last four years the following proposals of major and minor research projects have been accepted by various funding agencies:

Sr. No.	Name of the researcher	Name of the Project	Sponsoring Agency	Funds allocated	Remark
Major Research Projects					
1	Dr D S Kawday/ Dr O Talib	An impact of advertisement on teenage consumer in Nagpur city and its surrounding rural area	IIPA	3,90,000/-	Project Submitted
2	Dr D S Kawday	A study of the effect of Privatization on Higher Education in Rashtrasant Tukadoji Maharaj Nagpur University: A Critical Study	UGC	3,97,200/-	Project Submitted
3	Prof. P.R.Agrawal	A Comprehensive Study of Octroi and LBT and its Impact on Local authority, Businesses and General Public in Nagpur City	ICSSR	6,00,000/-	Transferred to G.S. College, Wardha
Minor Research Projects					
1	Dr.A.N.Sarda	The reforms in capital market and investors satisfaction –An analytical study of retail investors	UGC	1,00,000/-	Project Submitted
2	Dr.P.M.Paradkar	Institutional Repository	UGC	85,000/-	Work in Progress
3	Dr.Mrs.D.V. Chavan	A Study of self Narratives by Doctors in Marathi Literature: A Social Perspective (2000 to 2010)	UGC	65,000/-	Work in Progress
4	Dr.B.B.Kalpande	A Critical study of the Rural Development in Nagpur District of Vidharbha of Hingna Tahasil	UGC	1,15,000/-	Work in Progress
5	Dr.Ms.V.D. Nagdive	An analytical study of Contribution of State Bank of India in the Growth of Small Scale Industries in Nagpur District,(2007-2010)	UGC	1,35,000/-	Work in Progress
6	Dr. Mrs. R.T. Sahu	An Analytical Study of Human Resource Development Aspect in the Himalaya Credit Co-operative Society Limited, Nagpur(April 2007 to March 2010)	UGC	1,15,000/-	Work in Progress
7	Dr.B.M.Chachane	Nagpur shahar ke bhawan nirman shramikonka samajik avam aarthik adhyan (2007-2010)	UGC	1,00,000/-	Work in Progress
8	Dr. R.H.Nagarkar	Grahak Shikyat Nivaran Manch Nagpur Zilha Ka Vivad Niptara Aur Grahakoke Hit Saurakshanarth Karya Nishpadan Ka Visleshanantmak Evam Samikshatamak Adhyan	UGC	60,000/-	Work in Progress
9	Dr. N.H. Kalyani (A.J.Tekwani)	Chandrasen Virat ke geeton mein Sammanyik Chitan avam chetna	UGC	1,00,000/-	Work in Progress

Industry Sponsored Research:

There has not been any industry-sponsored research activity in the college.

Students Research projects:

There is no provision of funding for students' research projects. Students can, however, apply for financial assistance to the college/management.

Any Other:

Institutional Research

The college's Research Cell recently took up an institutional research on 'Challenges and issues of LBT faced by traders in Nagpur City' and submitted the report to the NMC. The Cell got Rs. 15,000/- from Shiksha Mandal's Research Corpus Fund.

We have also applied for some more research projects to the UGC as follows:

Sr.	Name of Researcher	Title
1	Dr. Mrs. P.P. Dungore	'An empirical study of funding infrastructure by PPP in Vidharbha region with special reference to roadways'
2	Prof. Mrs. G. Ramesh	A learner-centered English for specific purposes course for students of Commerce and Management under RTM Nagpur University-An Empirical study
3	Dr. D. Kawday; Prof. A. S. Jain	An impact of Modern Teaching aid in the teaching and learning activity in the faculty of Commerce and Management of Rashtra Sant Tukadoji Maharaj Nagpur University
4	Dr. D.S. Kawday, Dr. N. D. Dharmadhikari	A Critical analysis of the working of Petrol/Diesel outlets of Indian Oil Corporation with respect to its owners, employees and customers in Nagpur District
5	Dr. A.B. Patle	Tiroda Talukyatil(Zilla Gondia) Laghu sinchan prakalpanche krishi vikasat yogdan eak abhyas
6	Prof. Ms. R. Arora	Socio Economic condition of Women workers in Nagpur city with special reference to small and micro enterprises
7	Dr. M.R. Pandey; Prof. Y.H.Kedar, Prof. V.N. Thangan	A study of Socio-Economic Problems faced by the Sales Executives of Life Insurance Companies in Vidharbha Region
8	Prof. Mrs. S.S. Kathaley	A Critical Study of the Social, Cultural and Political perspectives in the Novels of Rohinton Mistry

3.3 Infrastructure for Research

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The college provides to its researching teachers and students and also the research scholars doing Ph.D. under the supervision of college teachers all facilities and infrastructural support available in the college as follows:

- **Library facilities:** books, journals & periodicals, reference material, INFLIBNET/N-LIST/J-Gate (e-books/e-journals)
- **ICT support:** Computer/ laptops, Computer labs, NRC, internet, software
- **Equipment:** Printers, scanners, photocopiers, video cameras etc.
- **Space:** Separate Departments/Reading Rooms
- **Seed Money** for minor / major research projects

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The institution has always encouraged research activity and created enough infrastructural facilities to meet the needs of researchers. The planning and strategic part is as follows:

- We insist that all the faculty members should possess research qualifications either at the entry level or after their entry in the institute.
- We encourage teachers to take up major or minor research projects on both disciplinary and inter-disciplinary areas.
- The teachers should update themselves with the latest developments/emerging trends in research and contribute the corpus of knowledge by publishing research articles/books.
- The college should become an acknowledged centre for research and consultancy for the benefit of local community.

In order to achieve these targets, the college started upgrading its infrastructure in a phased manner as follows:

- Set up a dedicated Research Cell to plan and execute the research activity in the college and equipped it with necessary equipment.
- Set up NRC with UGC assistance under XIth Plan.
- Created as many as 3 computer labs and installed 10 MBPS optical fibre high speed internet connectivity with wi-fi facility all over the campus
- Made purchases of computers, laptops, printers, software etc. at the institutional level in addition to creating assets with UGC grants received through MRP's/special assistance.
- Subscribed to INFLIBNET/J-Gate for extensive references through e-journals/e-books in addition to regular purchases through college funds/UGC grants.
- Set up a corpus fund for seed money for research.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments/ facilities created during the last four years.

The institution has neither sought nor received any special grants or finances from the industry or other beneficiary agency for developing research facilities

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

The teachers and students generally work on those research projects which can be smoothly conducted in the college itself using the available facilities in the college. However, if the research projects demand such, the teachers and students can pursue

research outside the college for which letters of introduction are given to researching teachers/students to facilitate their research work /data collection outside the campus.

- Teachers/students can become members of other libraries with endorsement from Principal.
- Teachers can become members of professional bodies/research institutes with permission from Principal.
- In case students are involved in the college projects, their conveyance and other expenditure is borne by the college.
- Teachers and students can also visit University departments, Library and use the resources there being bona fide students of the college/university.
- Similarly, students and scholars from outside the college are offered all the infrastructural and academic support in the college.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

- Our College Library is one of the biggest in Central India with over 50,000 text/reference books, journals, magazines, encyclopedias etc.
- We also have set up a Network Resource Centre with UGC assistance. We have got 18 terminals equipped with legal software and high-speed internet.
- The library has the N-LIST and J-Gate facility with access to over 97000 e-books and 6000 e-journals as well as relevant databases.
- Library also procures books/journals as required by the researchers.
- We have also inter-library loan facility available to researchers.
- There are also special study cells in addition to the usual reading rooms.
- Printers/ photocopyers are also available in the library for the benefit of scholars.

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

At present no collaborative research facilities have been developed /created in the college by any outside research institutes except with assistance from the UGC.

3. 4 Research Publications and Awards

3. 4.1 Highlight the major research achievements of the staff and students in terms of

- **Patents obtained and filed (process and product):NIL**
- **Original research contributing to product improvement: NIL**
- **Research studies or surveys benefiting the community or improving the services:**

The faculty and students recently conducted a survey related to LBT and shared the findings with NMC.

In addition, our students conduct research for their college projects on a variety of issues which are relevant to society.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The college does not publish any research journal of its own nor is it a partner in publication of any.

We have, however, published the proceedings of conferences organized by us. The proceedings have been published with ISBN as follows:

- Proceedings of the UGC sponsored National Seminar on '**Global Scenario and New Trends in Indian Insurance Sector**' ISBN: 978-81-924596-0-8
- Proceedings of the NAAC sponsored National Seminar on '**Quality Sustenance in Higher Education**' ISBN: 978-81-924596-1-5
- Proceedings of the UGC sponsored National Conference on '**Dynamics of Indian Banking Sector: Issues, Challenges & Opportunities**' ISBN: 978-81-924596-2-2
- Proceedings of the UGC sponsored National Conference on '**Issues, Challenges and Innovations in Management**' ISBN: 978-81-924596-3-9

The Editorial Board of the above proceedings comprised of Principal, conference organizing secretary and the select faculty members.

As a publication policy, the research papers of only those delegates who attend the conferences are included in the proceedings.

3.4.3 Give details of publications by the faculty and students:

- Publication per faculty: **7.15**
(Total No. of publications (Books, Papers, Research Articles etc./ No. of Faculty members)
- Number of papers published by faculty and students in peer reviewed journals (national / international): **57(national) + 19 (international)= 76**
- Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): **02 (Scopus)**
- Monographs: **NIL**
- Books Edited: **NIL**
- Books with ISBN/ISSN numbers with details of publishers: **32**
- Chapters in Books: **08**
- **Citation Index:**
- **SNIP Nil**
- **SJR Nil**
- **Impact factor**
- **h-index Nil**

(A) Details of Publications by the Faculty in last five years (2010-2015)
(Papers/Articles in Research Journals/ Conference Proceedings)

Sr. No	Name of employee	Total 2010-2015					
		Research articles in Journals		Books Published	Chapter in books	Paper published in Conference/Seminars	
		International	National			International	National
1	Dr. N. Y. Khandait	0	0	0	1	0	0
2	Dr. D. C. Jain	1	2	0	0	0	0
3	Dr. A. N. Sarada	3	5	4	0	6	10
4	Dr. R.H. Nagarkar	0	4	1	0	1	10
5	Mrs. S.S. Kathaley	0	2	0	1	0	5
6	Dr Mrs. D.V. Chavan	1	4	0	0	0	2
7	Dr. B.M. Chachane	5	5	0	1	0	9
8	Prof. Y.H.Kedar	0	0	0	0	0	1
9	Prof. Ms.. P.S. Murarkar	2	3	0	3	1	3
10	Dr. B.B. KALPANDE	1	1	3	0	0	7
11	Dr. D.S.Kawday	1	12	4	1	0	0
12	Dr. A.B. Patle	0	0	3	0	3	9
13	Dr. P.M. Paradkar	0	2	0	0	0	5
14	Dr Mrs. S.D. Morey	0	2	0	0	0	6
15	Dr Ms. V.D. Ngdive	0	0	0	0	1	5
16	Dr Mrs R. T.Sahu	0	0	1	0	0	7
17	Prof. Ms. R.J. Arora	3	3	9	0	1	5
18	Prof.. V.N. Thangan	0	0	0	0	0	3
19	Dr N.H. Kalyani	0	5	1	1	4	9
20	Dr Mrs A.H. SAKalkale	0	0	0	0	0	1
21	Dr. M.R. Pandey	0	2	0	0	0	3
22	Prof.Ms. M.V. Purohit	0	0	0	0	0	2
23	Dr Mrs. N.D. Dharmadhikari	0	0	0	0	1	4
24	Prof. Ms K. R. Hotchandani	0	0	0	0	0	1
25	Dr. P. P.Dungore	0	3	3	0	0	3
26	Prof. Ms.. P.S. Shrivastava	0	0	0	0	0	2
27	Prof. A S Jain	0	0	1	0	0	1
28	Prof.Mrs. G. Ramesh	0	1	1	0	1	2
29	Dr Ms N.Z. Hirani	0	0	1	0	0	4
30	Prof. P. Agrawal	1	0	0	0	2	1
31	Dr O Talib	0	0	0	0	1	1
32	Dr. S. Srivastava	0	0	0	0	0	1
33	Dr. Ms A. Dadhe	1	1	3	0	0	0
34	Prof. Mrs.N. Upadhye	0	0	3	0	0	0
35	Prof. S. Jain	0	0	0	0	0	1
37	Prof. P. Wankhede	0	0	0	0	0	1
37	Prof. S. Vincent	0	0	0	0	0	2
38	Prof. J. D. Francis	0	0	0	0	0	1
	Total	19	57	38	8	22	136

(B) Books/Titles published by faculty in last five years (2010-2015)

Sr .	Title of the book/pages	Author	Publishers Details/ Pages	Main /co-author	ISBN
2014-15					
1	Aacharya Madhukar Shastri: Vyaktitva Aur Krutitva	Dr. A. Tekwani	Avad Publishers, Delhi	Main	978-93-84140-08-3
2	Bhartiya Vittiya Pranali (Indian Financial System)	Dr. R. T.Sahu	Denett & Co., Nagpur	Main	978-81-89904-66-1
3	Vipanan Vyasthapan: M.Com I(Marketing Management)	Dr. B.B. Kalpande	Anshul Publications, Nagpur	Main	978-81-931789-1-1
4	Principals of Business Management	Dr. A.N. Sarda	Thakur Publishers, Nagpur	Co-author	978-93-5163-613-7
5	Business Economics : Covering Syllabus of UG & PG Level	Prof. R. Arora	Sheth Publishers, Nagpur	Main	978-93-5149-005-0
6	Auditing & Income tax	Dr.A. N.Sarda	Anuradha Prakashan, Nagpur	Co-author	I-21-565
7	Marketing Management: M.Com Semester I(With CD)	Dr. D.S. Kawday	G.C. Publishers, Nagpur	Main	978-93-82962-43-4
8	Computer Application in Commerce: M.Com III	Dr. D.S. Kawday	G.C. Publishers, Nagpur	Main	978-93-82962-42-7
9	Company Law and Secretarial Practice	Dr. N.Z. Hirani	G.C. Publishers, Nagpur	Main	978-93-82962-46-5
10	Company Law and Secretarial Practice	Prof. A. Jain	G.C. Publishers, Nagpur	Co-author	978-93-82962-46-5
11	Principles of Business Management	Dr. D. S. Kawday	G.C. Publishers, Nagpur	Main	978-93-82962-47-2
12	Strategic Management (e-book)	Dr. A.Dadhe	Apple iBooks	Main	978-13-10640-57-5
13	Marketing Mangement (e-Book)	Dr. A.Dadhe	Kindle e-book on Amazon	Main	978-13-11694-63-8
2013-14					
14	Service Sector Management: M.Com III semester	Prof. Ms. R. Arora	Sheth Publishers, Mumbai/ P. x,238	Main	978-93-83497-21-8
15	Indian Financial System: M.Com I semester	Dr. Ms. P. P. Dungore	Sheth Publishers, Mumbai	Co-author	978-93-82429-43-2 p.108
16	Managerial Economics: M.B.A. I/p.396	Dr. Ms. A. Dadhe	Central Techno Publications, Nagpur	Main	978-81-89178-81-9
17	Risk Management and	Dr. Ms. P. P.	Sheth Publishers,	Main	978-93-83497-

	Derivatives for M.B.A. (Sem.III)	Dungore	Mumbai		66-9
18	International Business Environment: M.Com IV semester	Prof. Ms. R.Arora	Sheth Publishers, Mumbai	Main	978-93-83681-70-9
19	Business Ethics	Dr. Ms. P. P. Dungore	Sheth Publishers, Mumbai	Main	978-93-83681-68-6
20	Training and development practices	Prof. Mrs. N. Upadhey	Sheth Publishers, Mumbai	Main	978-93-83497-11-9
21	Organizational Behavior	Prof. Mrs. N. Upadhey	Sheth Publishers, Mumbai	Main	978-93-83681-62-4
22	Human Resource Management	Prof. Mrs. N. Upadhey	Sheth Publishers, Mumbai	Main	978-93-83681-71-6
2012-13					
23	E-Governance	Dr. D. S. Kawday	Vikas Publishing House, Delhi	Main	
24	Sanganakchi Olkh Aani Sankhikiya Tantre	Dr.B.B.Kalpande	Sir Sahitya Kendra, Nagpur	Main Author	978-93-80986-19-7
25	Vanijya Adhyapan Paddhati/106p.	Dr. B.B.Kalpande	Mangesh Prakashan	Main author	
26	Managerial Economics: M.Com Semester I/ p.vi,234	Prof. Ms.R.J.Arora	Sheth Publishers, Mumbai	Main Author	978-93-82429-25-8
27	Co-operation and Rural development M.Com Semester II/ p.x,193	Prof. Ms. R.J. Arora	Sheth Publishers, Mumbai	Main Author	978-93-82429-81-4
2011-12					
28	Maudrik Aarthshastra: Aadhikoshan avam vittiya pranali : B.Com II	Dr.R.H. Nagarkar	Payal Prakashan, Nagpur	Yes	978-81-922554-2-2
2010-11					
29	Management Accounting	Dr. A.N. Sarda	Sheth Publishers, Mumbai	Co-author	
30	Financial Accounting	Dr. A.N. Sarda	Sheth Publishers, Mumbai	Co-author	
31	Indian Economy	Prof. R.J. Arora	Sheth Publishers, Mumbai	Main	978-93-81477-17-5
32	Business Economics for BBA	Prof. R.J. Arora	Sheth Publishers, Mumbai	Main	978-93-81477-38-0
33	Monetary Economics	Prof. R.J.Arora	Sheth Publishers, Mumbai	Main	
34	Economics	Prof. R.J. Arora	Sheth Publishers, Mumbai	Main	

35	Wanijya Sangathan Avam Prabadh	Prof. A.B. Patle	Shri. Balaji Publications, Nagpur	Co-author	
36	Arthashastra	Prof. A.B. Patle	Shri. Balaji Publications, Nagpur	Co-author	
37	Sachiviya Karyapaddhati	Prof. A.B. Patle	Shri. Balaji Publications, Nagpur	Co-author	

**3.4.4 Provide details (if any) of *research awards received by the faculty
* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally *incentives given to faculty for receiving state, national and international recognitions for research contributions.**

No research award/recognition per se has been received by faculty members. However, our Librarian Dr P.M. Paradkar, who is also the IQAC coordinator, has been nominated as Vice-President, SALIS (Society for the Advancement of Library Information Science, Chennai) for its Nagpur Chapter.

3.5 Consultancy

3.5.1. Give details of the systems and strategies for establishing institute-industry interface?

The college has always been alert to the importance of institute-industry interface and has taken concrete steps to institutionalize the same.

For a commerce college, the interface with industry is of utmost importance as they essentially deal with the same territories of business management, production management, HRD, transport/marketing and other services, costing and accounting, prices and inflation, export-import, e-commerce and various other relevant areas which are of mutual interest.

As a commerce college, we study these and similar such in issues in classrooms while the industry practices them. For students of commerce, thus, industries are in essence the laboratories for practical knowledge.

It is for this reason that the college has put premium on interface with industry and initiated the following steps:

- **Conduct of Industrial Tours/Visits:**

We regularly conduct industrial visits each year for each department. During the last four years, we have visited the following industries:

Sr. No.	Session	Industry Visited	Visiting Department	No. of Students
1	2014-15	NSE, Mumbai	B.Com.	22
2		1.Pramati Technologies, Hyderabad 2.Value Labs, Hyderabad	B.Com.(CA)	45
3		Bajaj Auto Ltd., Aurangabad	B.B.A.	45
4		JSW Steel Plant, MIDC, Nagpur	M.B.A.	36
5		Shree Tirupati Floor and General Mills Ltd. Kalmeshwar, Nagpur	B.Com. (NG)	47
6		NVCC Nag-Vidharbha Chamber of Commerce	B.Com. (NG)	45
7		Grip Tight Shrink Films Pvt. Ltd., Nagpur	B.B.A.	93
8	2013-14	Manikgarh Cement, Gadchandur	M.B.A.	48
9		Bajaj Auto, Aurangabad	M.B.A.	35
10		Amul, Anand Locost, Wadodara	B.Com.(CA)	45
11		Bajaj Auto Ltd., Aurangabad	B.B.A.	45
12		Mangrul Mills Ltd. Kalmeshwar, Nagpur	B.Com(NG)	51
		Parle(G), Nagpur	BBA	55
13		Shivam Foods Pvt Ltd., Nagpur	M.Com	55
14	2012-13	Bajaj Auto, Aurangabad	M.B.A.	48
15		Hardoli Paper Mills, Bazargaon, Nagpur	B.Com.(NG)	51
16		Sandeep Metals Pvt Ltd.	M.Com.	50
17	2011-12	Bajaj Auto, Aurangabad	M.B.A.	45
18		1. TVS , Chennai 2. Hatson Agro , Chennai 3. Wipro, Mysore	B.Com. (CA)	45
19		Forbes Marshall, Vikarsh Stamping India Ltd, Ganga Papers India Ltd., Pune	B.B.A.	40
20		Shri. Babasaheb Kedar Sahkari Sutgiri, Hingna, Nagpur	B.Com. (NG)	42
21		PIX Transmission, Hingna, Nagpur	B.Com. (NG)	42
22		Dombivali Bank, Nagpur	B.Com.(NG)	35
23		Dinshaw's Dairy Foods,Ltd., Nagpur	M.Com.	10
24	2010-11	1.Mahindra & Mahindra, Nashik 2.Global Soft Solutions, Aurangabad	B.Com.(CA)	45
25		Bajaj Auto, Bajaj Finserv, Bajaj Allianz, Pune	M.B.A./M.Com.	42
26		Shilpa Re-rollers Pvt Ltd., MIDC, Nagpur	M.Com.	14

- **MOU's with Industry:**

We have signed an MOU with TCS for the conduct of BPS course which enhances employability of students. We are also tied up with NSE for NCFM course.

In order to institutionalize the interface with industry the college is in the process of signing an MOU with Butibori Manufacturers Association (BMA), Maharashtra Industrial Development Corporation's (MIDC), Nagpur for industrial visits, guest lectures, conduct of courses, syllabus inputs, internships and placements.

We are also contemplating an MOU with Nag Vidarbha Chamber of Commerce (NVCC) and local retailers for internships and placements.

- **Internships:**

We have also set up a network of our alumni CA's for internships. At present, over two dozen CA's have joined the network called GS-SUN (GS-Skill Up-gradation Network) and over 25 students are working as interns with their firms.

- **Guest lectures by renowned entrepreneurs/professionals:**

We also regularly invite renowned industrialists/entrepreneurs/professionals to the college and bring about their interface with the students and faculty.

During the last four years, the following industrialists have visited the college:

Sr. No.	Session	Name of Industrialist/ Entrepreneur	Occasion
1	2014-15	Shri Rahul Bajaj, Chairman & MD, Bajaj Auto Ltd., Pune	Interaction with meritorious students of the college
2		Shri Shekhar Bajaj Chairman & MD, Bajaj Electricals	
3		Shri Manish Nuwal, Director, Solar Industries India Ltd.	GS-COMNEXT 2014-15
4		Shri V. Rajgopalan President (Legal), Bajaj Finserv Ltd. Pune	National Conference on Banking
5		Shri Piyush Somaiya Vice President, Merrill Lynch Bank of America (UK)	Guest Lecture
6		Shri. Mohata Chairman, Kapilansh Dhatu Udyog Pvt. Ltd. Nagpur	Guest Lecture
7		Shri Shripad Karapurkar Chairman, Vidarbha Konkan Gramin Bank, Nagpur	National Conference on Banking
8	2013-14	Shri Nilesh Sathe Director, LIC Nomura Mumbai	GS-COMNEXT 2013-14
9	2012-13	Shri Ranjit Gupta President, Bajaj Finserv Ltd., Pune	National Conference on Insurance
10		Shri V. J. Jeyaraman Chief Financial Officer, Bajaj Allianz, Pune	National Conference on Insurance

11		Shri Hemant Singhal Chairman, Aerographics Paper Pvt. Ltd. Nagpur	Guest Lecture
12		Shri Prasad Shetty, Chairman, RS Group of Companies, Bangalore	GS-COMNEXT 2012-13
13		Amit Pacheriwala Director, Heritage Rubber Industries Pvt. Ltd. Nagpur	Guest Lecture
14	2011-12	Shri Ramesh Chandak MD & CEO, KEC International Ltd., Mumbai	GS-COMNEXT 2011-12

- **Set up a dedicated Committee for Industry Linkages:**

The college has also set up a dedicated committee for industrial linkages. The committee is examining the areas for possible linkages and also identifying the industries with which linkages can be set up.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

It is a long term objective of the college to become a recognized and acknowledged Research and Consultancy Centre. We have already applied for the status of recognized centre for higher learning and research to the RTM Nagpur University.

The institute has always encouraged its faculty members to offer consultancy to industry in particular and society in general without charging any consultancy fees.

At present, our teachers visit industry and other organizations as experts and resource persons for academic matters.

3.5.3. How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The college always encourages its faculty members to offer their expertise and services to industry/society when approached on honorary basis. These contributions are acknowledged by the institute and due weightage is given to teachers in their PBAS/CR's.

3.5.4. List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

As said earlier, the college and its faculty offer consultancy on an honorary basis owing to the principled stand that we will not charge any consultancy fees until we become a recognized Research and Consultancy Centre.

The following are some of the areas where we have offered consultancy to industry and other organizations:

- Services of the college were sought by the National Citrus Research Centre (ICAR) for planning and executing their tests/interviews for recruitment of

technical staff. We deputed our IT teachers for the same.

- Services of the college were sought by Power Grid Corporation of India Ltd. for setting the question papers for the post of Assistant (Finance).
- The college was approached by the District Collectorate for setting papers in Commerce subjects for an entrance examination ahead of some recruitment drive. The college deputed teachers for the same.
- The college conducted the course for Store Manager including the syllabus design and teaching work at the instance of the Maharashtra Entrepreneurial Development Council (MEDC) and District Industrial Centre (DIC).
- Our sports teachers are requested by local clubs to render their services for coaching which they do on an honorary basis.

The college did not mean to generate any revenue out of the above exercise.

3.5.5. What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The institution has given freedom to faculty members for offering consultancy to approaching organizations on honorary basis with intimation to the college.

3.6. Institutional Social Responsibility (ISR) and Extension Activities

3.6.1. How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The college came into being with an avowed commitment to Gandhian philosophy and has always focused on producing responsible citizens as well as good professionals.

In order to promote students' engagement in community work and also to inculcate service-orientation/social responsibility among staff and students the college has introduced NSS, Continuing and Adult Education (ACE), and NCC units which conduct various activities to promote social, moral, national, secular, democratic, human values, and also to create political and other awarenesses both within and without campus as follows:

- **Service-Orientation/Community Service in the neighborhood and adopted village:**

Owing to our Gandhian bearings and to follow his famous saying 'Service to people is service to God', we always strive to create and sustain a healthy social service culture among our students. The college's NSS/NCC/ACE units regularly conduct extension activity in the college and adjoining villages in the form of the following:

- Cleanliness drives through Shramdaan/'Swachcha Bharat Abhiyan'
- Plantation inside and outside campus

- Awareness programmes/ rallies (Drugs, tobacco, AIDS, Beti Bachao, Health & Hygiene, voters' awareness/traffic awareness camps etc.)
- Nag river cleaning campaign
- Building barrage for Water conservation
- Adult education through ACE unit
- Blood Donation Camps
- Apart from this the college has also adopted Nagazari Village in Hingna Tahasil (25 kms from city) which has 85% tribal population, where it engages in community service and conducts various awareness programmes like drug de-addiction, save girl child, cleanliness and hygiene etc.

Activities to promote good citizenship:

In order to promote good citizenship, the college has initiated the following activities:

- Daily rendition of the national anthem
- Awareness Rally against corruption in the wake of Anna Hazare's campaign in 2010.
- Conduct of Voters' Awareness Programmes ahead of general/state elections
- Conduct of programmes on the National Days
- Organization of essay/ elocution competitions on anniversaries of great people
- Conduct of programmes on Sanvidhan Diwas and Population Day
- Contribution to relief funds by staff and students
- Participation in ' Digital India, 'Swachha Bharat Abhiyan', Jagar Janiv and other such government promoted programmes
- Traffic Awareness programmes
- Blood Donation Camps
- NCC activities

Activities for Holistic Development:

In consonance with the college's objective, we aim for the all-round development of our students. While ensuring that our students get good instruction and training to become the professionals of the top drawer, we also aim at the preservation of their humane side through the imbibing of ethical and moral values, nationalism and patriotism, civic sense, love and respect for the fellow citizens, compassion for the under-privileged and disadvantaged, gender sensitization, leadership, discipline etc. through a plethora of programmes conducted by our NSS/NCC/ACE/Women's Cell and other units. Some of the activities are as follows:

- Contribution to relief funds by students
- Visits/donations to Vriddhashrams and Orphanages
- Rendition of *Dnaneshwari*
- Creative Writing Workshops
- Sports and Recreation Facilities

- Slew of co- and extra-curricular activities
- Leadership Opportunities

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The process of tracking students for their respective interest areas in terms of social service or citizen roles starts at the time of admission itself where teachers get to know students' interests at the time of counseling. Moreover, all students are required to specify their option/s for NSS/NCC/ACE/Sports/Cultural Programmes etc. in the admission form itself.

Students with inclination towards social movements or citizenship roles are enrolled in NSS/NCC/ACE units and are offered enough opportunities to play their desired roles. They are also appointed as 'Brand Ambassadors' for various campaigns within and without the college.

Key activities related to students' involvement in social movement:

- The residential camps and other extra-mural outreach programmes conducted by NSS enable students to mix with the community and understand their problems.
- Awareness Rallies against AIDS, Drugs, tobacco, female foeticide, non-violence and anti-terrorism etc. to create consciousness in the society on related issues
- Traffic Awareness Programmes at the Law College/G.S. College Square.
- Voters Awareness Programmes at the college level and in collaboration with the Government/ Election Commission have led to larger voters registration and voters' turnout especially by college students
- 'Digital India' campaign has led to greater computer literacy on campus
- 'Swachha Bharat Abhiyan' has led to cleaner campus and surroundings
- Contribution to relief funds by staff and students
- Contribution to Flag Day Relief Fund
- Clothes/blankets for Kashmir flood victims
- Environmental Awareness

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The stakeholders' perception on overall performance and quality of the institution is solicited formally through an elaborate feedback mechanism as follows:

- **Feedback from students:** through specially designed in-programme and exit questionnaires seeking inputs on teaching-learning practices, teacher quality, infrastructure and facilities etc.
- **Feedback from parents:** through parent-teachers meets where feedback is derived through interaction sessions and structured questionnaires.
- **Feedback from alumni:** through alumni interactions and on-line through specially designed questionnaires.

- **Feedback from employers:** through campus interviews and specially designed questionnaires seeking report on the performance of our students.
- **Feedback from management:** through statutory and other meetings and interactions where management seeks details on results, placements etc.

Apart from this, we collect informal feedback from the visiting public or parents who come to the institute for the first time for admissions, college programmes, commerce exhibitions and other reasons.

Appropriate steps are taken to implement the suggestions received from all stakeholders.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The institution plans and organizes its extension and outreach programmes through its various units viz., NSS, NCC, ACE, Students Council, and Women's Cell. The respective units/committees are constituted at the beginning of the session.

The committees enroll the students for respective units by inviting applications through notices and circulars.

The committees plan and organize various activities throughout the session and include them in institutional academic calendar.

For NSS and NCC activities, funds are allocated by the University and the concerned battalion respectively.

The college also collects certain ECA fees from students and accordingly the budget for Students' Council activities is prepared.

For ACE, the budget is basically the enrollment fees that we collect from students.

The budgetary provisions and utilization of funds for these activities for the last four years are as follows:

S.N.	Extension and outreach program	Budgetary provisions during sessions							
		2014-15		2013-14		2012-13		2011-12	
		Allocated	Utilized	Allocated	Utilized	Allocated	Utilized	Allocated	Utilized
1	NSS(Regular Fund)	45,000	45,000	33,750	33,750	33,750	33,750	33,750	33,750
	NSS (Camp Fund)	45,000	45,000	33,750	33,750	-	-	33,750	33,750
2	NCC	-	-	-	-	-	-	-	-
3	ACE	6,300	6,300	3,400	3,400	1200	1200	-	-
4	Students Council	1,12,000	1,26,739	1,14,080	1,08,138	61,800	57,689	50,320	56,256

The expenditure over and above the budgetary provision is borne by the college/management.

The major extension and outreach programmes during the last four years are as follows:

❖ **NSS Programmes**

• **Residential Camps:**

The following residential camps were conducted in the villages/adopted village during the last five years:

Session	Date	Place/Village	No. of Participants	Activities
2014-15	15/02/2015 to 21/02/2015	Nagazari, (Pipaljarai Gat- Grampanchayat) Tal. Hingana Dist. Nagpur.	100 volunteers + 4 Teachers	<ol style="list-style-type: none"> 1. Adopted Nagazari Village 2. Tree Plantation 3. Economic, Social & Educational Survey 4. Voter Awareness 5. Drama on 'Anti-addiction' 6. Drama on 'Youth Generation' 7. Various Speeches related to Social and National Integration including the Motivational and Patriotic Speech by Leelatai Chitade and Dr. V.L. Deshpandey, Ex-NSS coordinator, Amaravati University 8. Drama on 'Farmer Suicide' 9. Anti-addiction Awareness Program 10. Women Empowerment 11. Save and Educate Girl Child 12. Shram Daan (Naala Building) 13. Water & Tree Conservation 14. Discussion Program on Family Welfare, Health & Hygiene, Character Building 15. Village Cleaning Program
2013-14	11/02/2014 to 18/02/2014	Aamgaon, Tal. Hingana Dist. Nagpur	75 volunteers + 4 Teachers	<ol style="list-style-type: none"> 1. Tree Plantation 2. Organised Comedy program with Shri Chatanvish, Famous Comedy artist for Vridhshram 3. Economic, Social & Educational Survey 4. Village Health Camp 5. Voter Awareness 6. Anti-addiction Awareness Program 7. Women Empowerment 8. Shram Daan 9. Water & Tree Conservation 10. Discussion on topic Development of culture, National Integration

2011-12	12/11/2011 to 18/11/2011	Deoli Tah. Hingana Dist. Nagpur	75 volunteers + 4 Teachers	<ol style="list-style-type: none"> 1. Tree Plantation 2. Economic, Social & Educational Survey 3. Village Health Camp 4. National Integration & Social Harmony 5. Anti-addiction Awareness Program 6. Women Empowerment 7. Shram Daan 8. Discussion Program on Corruption, Social & National Responsibilities of Volunteers, Improved Agriculture Practices 9. Water & Tree Conservation
2010-11	11/11/ 2010 to 17/11/ 2010	Deoli Tah. Hingana Dist. Nagpur	75 volunteers + 4 Teachers	<ol style="list-style-type: none"> 1. Tree Plantation 2. Economic, Social & Educational Survey 3. Youth Participation in Village Development 4. National Integration & Social Harmony 5. Water Conservation 6. Shram Daan 7. Discussion Program on Women Empowerment, Regionalism Dowry 8. Drama on 'Dahej Paani ka'

- **Special Days:**

The NSS unit also celebrates special days by organizing various events/programmes/activities. The following special days are celebrated on a regular basis in the college by NSS unit:

- Environment Day (5th June)
- NSS Day (24th September)
- Constitution Day (26th November)
- World AIDS Day (1st December)

- **Awareness Programmes/Rallies:**

The NSS unit also organizes awareness programmes and rallies on variety of themes on a regular basis. During the last 5 years the following awareness rallies/programmes have been organized by the unit:

Session	Date	Awareness Theme	Place	No. of Participants
2014-15	17/1/2015	Save Food Rally	University/ Govt of Maharashtra	100
	25/12/2014	Shram Daan under Clean India Campaign	College	100
	09/12/2014	Awareness Program on 'Not to Use Plastic Bags'	College	50
	26/11/2014	Constitution Day Rally	College	200

	31/10/2014	'Young Inspirator Network' program by 'Sakal'	S.S. College,	35
	18/10/2014	Road Safety Program	College	100
	11/10/2014	Voters' Awareness Program by Deputy Collector and Team	College	250
	09/10/2014	Voters' Awareness Rally	University	70
	02/10/2014	Shram Daan Under Clean India Campaign	College	50
	19/09 to 28/09/2014	Collection of Clothes, Money, Food & Medicine for Jammu & Kashmir Disaster Relief	College	25
	08/09/2014	Nirmalya Sankalan on Ganesh Chaturdashi	Futala Lake	30
	08/09/2014	Poster Competition on 'World Literacy Day'	College	50
	06/09/2014	Essay Competition on Road Safety	College	25
	02/09/2014	Speech by Rashmi Parchure, who has gone to Japan through NSS	College	200
	16/08/2014	Program on Social Sensitization by Mr. Kulkarni, Sakal Daily Newspaper, Mumbai	College	200
	15/08/2014	Independence Day Celebration and Tree Plantation	College	200
	06/08/2014	Anti-Atom bomb Day	College	100
	31/08/2014	Jal Dindi Rally (Water conservation)	University & 'Sakal'	100
2013-14	01/12/2013	AIDS awareness program and Rally	College	200
	24/09/2013	Discussion on Social Issues on NSS Foundation Day	College	150
	6/8/2013	Organ Donation Rally	College	40
	25/1/2013	National Voters Day	University	100
	21/1/2013	Female Foeticide Rally	College	100
2012-13	11/4/2013	'Save Nag River Campaign'	University/N MC/NGO's/ College	50
	5/4/2013	'Save Nag River Campaign'		50
	7/1/2013	Guest Lecture on 'National Integration' by Shri Jambhule, Asst. Advisor, NSS, Govt. of Maharashtra	University	20
	18/12/2012	Skit on Corruption by Dainik Bhaskar	College	300
	9/8/2012	Anti-Drugs Rally	University	50
	7/9/2012	Symposium on 'Student Suicide'	University	30
2011-12	3/3/2012	Anti-Drugs Rally	University	50
	1/1/2012-15/1/2012	Traffic Awareness Fortnight'	College	100
	22/12/2011	Workshop on 'Anti corruption and media'	University	10
	29/11/2011	Female Feticide Rally	University	50
	1/10/2011	National Integration Rally	University	57

	24/09/2011	National Peace and Moral Values Symposium	DNC	20
	30/1/2011	Nagpur International marathon	University/N GOs/College	50
	25/1/2011	Voters' day	College	50
	9/8/2010	Anti-Drugs Bike Rally	University	30

- **Blood donation camps**

The NSS unit regularly organizes blood donation camps in collaboration with the Government Medical hospitals. During the last five years, the following blood donation camps have been organized:

Session	Date	Name of the Hospital	No. of participants
2014-15	27/12/2014	Govt. Medical college, Blood Bank	80
2013-14	14/12/2013	Govt. Medical college, Blood Bank	70
2012-13	04/01/2013	Govt. Medical college, Blood Bank	75
2011-12	01/12/2011	Govt. Medical college, Blood Bank	80
2010-11	07/01/2011	Ayush Blood Bank	100

- **Shramdaan for Cleanliness/'Swachha Bharat Abhiyan'**

This is one of the most regular activities that our students conduct throughout the year. We conduct Shramdaan on special events like National Days, Gandhi Jayanti, NSS Day or any other special days for cleanliness drives and, recently, under 'Swachha Bharat Abhiyan'.

- **Nag River Cleaning Campaign:**

We also joined hands with the NMC for Nag River Cleaning campaign and our entire unit made a huge contribution to the campaign.

- **Plantation:**

This is also a very regular activity in the college. We take up plantation drive on special days or occasions. We also carry out plantation at the hands of the dignitaries who visit the college every now and then.

We also distribute saplings to students who plant them in their respective colonies.

We have also done plantation work in our adopted village.

Similarly, whenever there are guests in the college, we welcome them by giving them a sapling instead of a bouquet.

- **Water Conservation**

Building check dams or barrages is another regularly conducted activity during the residential camps.

Lately, we also constructed a check dam at the Kalmeshwar Forest Range where a tigress with her two cubs had wandered. We conducted this activity in collaboration with the Forest Department.

- **Deputation of Students to workshops organized by GO's/NGO's**

The college also deputed its students to social/community service-oriented workshops organized by the GO's and NGO's.

During the last five years following workshops were attended by NSS students:

Session	Date	Workshop/Camp theme	Organized by	No. of students
2014-15	6/1/2015 – 12-1-2015	NSS Youth Festival	Guwahati, Assam	01
	25/26-2,2 015	Non-addiction Workshop	NSS Department, RTM Nagpur University & NASPA	12
	8/1/2015	Workshop on Cyber Crime	Cyber Crime Cell, Police Deptt.	150
	15/09/2014 to 20/09/2014	Prabodhan Camp on Gandhi and social thoughts	Gandhi vichar parishad, Wardha	02
2013-14	27/03/to 30/03/2014	Workshop on 'Social Entrepreneurship'	Gandhi Vichar Parishad, Wardha	02
	24/02/2014 to 26/02/2014	Life Skills & Career Counseling for NSS volunteers	Matru Seva Sangh, Bajaj Nagar, Nagpur	11
	26/12/2013	Voters' Registration Awareness Programme	NSS Department, RTM Nagpur University	29
	23/9/2013to 28/09/2013	Prabodhan Camp on Gandhi and Social Thoughts	Gandhi Vichar Parishad, Wardha	02
	03/09/2013	Investor Education Workshop	G. S. College, & RTM Nagpur University	150
2012-13	4/3/2013 – 15/3/2013	NSS Mahashibir	Ranchi, Jharkhand	01
	07/01/2013	Workshop on 'National Integration And Social Harmony'	G. S. College	150
	07/09/2012	'Student Suicide'	NSS Department,RTM Nagpur University	30
	07/06/2012- 16/6/2012	Workshop on Disaster Management	MF Agi Uni.Rahuri Dist. Ahmednagar	02
	6/6/2012- 17/6/2012	Adventure Camp	Vishakhapatanam, Orrisa	01
2011-12	22/02/2012 to 23/02/12	Workshop on 'Jiyo Aur Jine Do' (AIDS and Social Acceptance of PLHIV)	LAD College, Nagpur	06

	06/06/to 07/06/2011	Workshop on 'Social Sensation' (at Nai Talim, Sevagram, Wardha)	Shiksha Mandal, Wardha	45
	15/09/to 19/09/2012	Prabodhan Camp on Gandhi and social thoughts	Gandhi Vichar Parishad, Wardha	02
	24/09/2011	Workshop in 'National Peace and Ethical value in Education'	DNC College & RTM Nagpur University	20
	15/12/2012	Workshop on 'Tribal Development and Reality'	At MLA Hostel, Nagpur	04
	22/12/2011	Workshop on 'Corruption Eradication Process and Media)	NSS Department, RTM Nagpur University	15
	Jan 2011	Samyukta Workshop	Jhulelal Institute of Technology	07
2010-11	01/10/2010	Workshop on 'HIV-AIDS' by Dr. Meena Mishra, IGMC, Nagpur	G. S. College & NGOs	100
	14/12/2010 to 20/12/2010	Workshop on 'Gandhian Thoughts and Today's Youth' at Nayi Talim, Sevagram, Wardha	Yashwant Mahavidyalaya, Wardha	03

• **Relief Funds/donations:**

Our NSS unit is also actively involved in raising the relief funds as and when required in the face of calamities at regional or national levels. Also it collects money from students and donates the same to orphanages and old age homes. During the last five years, we have contributed the following to various relief funds/organizations:

Sr. No.	Name of the agency to whom the donation is given	Amount(Rs)	Year
1	Prime Minister's Relief Fund with 'Sakal'/JK Relief Fund	15,001/-	2015
2	J & K Relief Aid (Truckload of clothes/blankets)		
3	National Foundation for Communal Harmony	10,000/-	2015
4	National Flag Day (Salary Deduction from staff)	48,700/-	2015
5	Shradhanand Peth Anathalaya, Nagpur	15,001/-	2015
6	SanJeevani Old Home	6,000/-	2015
7	National Foundation for Communal Harmony	10,000/-	2014
8	SanJeevani Old Home	5,900/-	2014
9	National Foundation for Communal Harmony	5,000/-	2013
10	SanJeevani Old Home	2500/-	2012

❖ **NCC Programmes**

- Weekly Parades: On Saturdays and Sundays
- ‘C’ Certificate Examinations
- **NCC Camps:**

The following number of students attended various NCC training camps during the last five years:

Session	Date	Place	No of participants	Activities
2014-15	08-01-15 to 18-01-15	Kirki B.E.G Pune	5	Army Attachment
	10-02-15 to 21-02-15	Kirki B.E.G Pune	5	Army Attachment
	17-06-15 to 26-06-15	Navegaon Khairi	7	C.A.T.C
	12-07-15 to 19-07-15	Himachal	4	Trekking
2013-14	19-07-14 to 28-07-14	Police Line Takli, Nagpur	9	C.A.T.C
	17-06-14 to 26-06-14	Police Line Takli, Nagpur	9	C.A.T.C
2012-13	15-01-13 to 24-01-13	Defence Ambazari, Nagpur	13	ATC
	20-09-13 to 29-09-13	Hyderabad House, Nagpur	7	RDC
	13-10-13 to 23-10-13	Police Line Takli, Nagpur	10	RDC
	04-10-13 to 15-10-13	Kumbakonam Tamil Nadu	01	NIC
2011-12	14-09-12 to 23-09-12	Hyderabad House, Nagpur	09	CATC
	14-09-12 to 23-09-12	Hyderabad House, Nagpur	15	RDC
	10-10-12 to 20-10-12	Police Line Takli	08	RDC
	12-04-12 to 24-04-12	Lakshwadeep	02	NIC

• **Awareness Programmes/Rallies:**

The NCC unit also organizes awareness programmes and rallies on variety of themes on a regular basis. During the last 5 years the following awareness rallies/programmes have been organized by the unit:

Session	Date	Event	Venue	Cadets
2014-15	26-01-15	Swachha Bharat Abhiyan: Road/Highway cleanliness Campaign	Law College Square to Bole Petrol pump	50 cadets
2013-14	15-08-14	One week campus cleanliness drive and tree plantation	G.S.College	50 cadets
2012-13	10-09-13	Environment Week	G.S. College,	100 cadets

2011-12	15-04-12	Pulse Polio Rally	Ramnagar Slums	50 cadets
	02-10-12	Anti-Drunk Driving Rally	Variety Square	70 cadets
	04-07-12	Vidhi Saksharta Mohim	Civil Court	25 cadets
	21-05-12	Anti-Terrorism Day	G.S. College,	100 cadets
2011-12	26-01-11	World Alliance for Youth Empowerment:	Nagpur University Ground	50 cadets
	30-08-10	Anti-Tobacco Day Cycle Rally	Rural Villages	50 cadets
	01-12-11	World AIDS Day Workshop	G.S. College,	100 cadets
	31-05-11	Anti-Tobacco Day	Sitabuildi, Nagpur	50 cadets

- **Blood donation camps**

The NCC unit regularly organizes blood donation camps in collaboration with the Government Medical hospitals. The following blood donation camps have been organized in recent times:

Session	Date	Name of the Hospital	Quantity of Blood donated	No of participants
2014-15	01-02-2015	Govt. Daga Memorial Hospital, Nagpur	9720 ml	27
2013-14	02-11-2013	Govt. Daga Memorial Hospital, Nagpur	6480ml	18
2010-11	14-08-2011	Govt. Daga Memorial Hospital, Nagpur	5950ml	17

- **Shramdan for Cleanliness/ “Swachha Bharat Abhiyan”**

This is one of the most regular activities that our cadets conduct throughout the year. We conduct Shramdaan on special events like National Days, Gandhi Jayanti, NCC Day or any other special days for cleanliness drives.

Our parent unit 4 Maharashtra Battalion has adopted platform no 8 at the Nagpur Railway station for regular cleanliness campaign.

- **Plantation:**

Our NCC unit regularly conducts plantation activity in the college and outside. We also distribute saplings to cadets who plant them in their respective colonies.

- **Relief Funds/donations:**

Our NCC unit is also actively involved in raising the Communal Harmony Fund. During the last five years, we have contributed the following to the CHF:

Session	Relief Fund/Organization	Amount Contributed
2014-15	National Foundation for Communal Harmony, New Delhi	Rs. 10,000/-
2013-14	National Foundation for Communal Harmony, New Delhi	Rs. 10,000/-
2012-13	National Foundation for Communal Harmony, New Delhi	Rs. 10,000/-
2011-12	National Foundation for Communal Harmony, New Delhi	Rs. 10,000/-
2010-11	National Foundation for Communal Harmony, New Delhi	Rs. 10,000/-

❖ **Adult & Continuing Education (ACE) Programmes**

We have recently set up Adult & Continuing Education (ACE) unit in collaboration with the RTM Nagpur University.

The Unit conducts the following activities:

- Celebration of Population Day and Literacy Day on which essay/poster competitions are organized.
- Distribution of reading material among the poor and illiterate
- Projects on issues related to illiteracy

Impact:

We are pleased to state that the college has succeeded in instilling necessary social, moral and national values among the students and that they have become more responsible owing to their involvement in the above outreach programmes.

The noticeable impact on students by virtue of their involvement in the above outreach programmes is as follows:

- Students have developed a broader perspective in looking at society and world.
- Their awareness of various socio-economic issues like poverty, unemployment, droughts, farmers' suicides, illiteracy, over-population etc. has increased.
- They are in position to connect societal /economic realities with their curriculum.
- Their awareness of pressing issues like environment, pollution, cleanliness, water conservation, drug/tobacco addiction, health and hygiene, female foeticide etc. has made them more responsible and accountable.
- They understand dignity of labour and have become community service-oriented.
- Their active involvement in various outreach programmes and awareness campaigns has resulted in their acquiring qualities like leadership, teamwork, tolerance and compassion for fellow human beings, patriotism, discipline etc. which has made them better students, responsible citizens and compassionate human beings.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

NSS, ACE and NCC have been adopted as college's statutory programmes and

mentioned as such in the college prospectus. The college promotes the participation of students in these programmes as follows:

- The college appoints coordinators and constitutes special committees for the smooth functioning of these units.
- Students are officially enrolled as volunteers/cadets.
- Students are awarded incentive marks for participation in the NSS/NCC /ACE activities; certificates are also distributed to students.
- NCC cadets are sent to training camps, military camps, NIC camps and also to RD Parade if selected.
- NCC cadets are also given washing allowance.
- NSS/NCC students are given representation in Students Council.
- NSS/NCC students are given preference in team selections for competitions.
- NCC students can enter Defence services.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under- privileged and vulnerable sections of society?

Though we are a notified Hindi Linguistic Minority Institute, we have on our rolls students from all sections.

We ensure that the students from the backward classes or economically weaker sections are not deprived of any opportunity on the basis of their caste, religion or under-privileged status.

Students from the under-privileged classes are offered reservation in admission, scholarships and equal opportunities in all curricular and extra-curricular activities to ensure social justice and empowerment.

Outside the college also, we conduct extension activities for the causes of social justice and empowerment of students from the under-privileged and vulnerable sections of society through the following activities:

Social Justice:

- Contribution to relief funds
- Donation of clothes to the flood victims/orphanages
- Visits/donations to Vridhashrams/ Orphanages
- Awareness rallies in local slums
- Extension work in villages
- Distribution of books among the villagers for literacy

Student Empowerment:

- Scholarships and financial support to the needy and poor
- Women empowerment programmes including self-defence workshops

- Free Computer Literacy Courses
- Remedial coaching for weak students
- Financial support to the needy and poor.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The college conducts various extension activities through NSS, NCC, ACE and Women's Cell to develop among students social awareness, nationalism, civic sense and citizenship, brotherhood etc. as well as to nurture human values among them. The following table demonstrates our output in this regard:

Extension Activity	Objectives	Learning Experiences	Values/skills inculcated
NSS			
Residential Camps	<ul style="list-style-type: none"> • To know first-hand about various social /economic problems of rural population • Community engagement 	Curricular aspects like per capita income, economic disparity, rural finance unemployment; Social aspects like poverty, droughts, farmers' suicides, malnutrition, health and hygiene etc.	Social outlook and responsibility; tolerance, Brotherhood; Teamwork and leadership; National integration; Dignity of labour
Shramdaan	<ul style="list-style-type: none"> • Community Service, dignity of labour 	Water conservation; Plantation	Social responsibility and accountability as citizens; Love for society; environment; Team work; dignity of labour
Cleanliness Drives	<ul style="list-style-type: none"> • Swachha Bharat Abhiyan 	Importance of cleanliness in view of growing menace of dengue/malaria/fileria	Pollution and Environmental awareness
Plantation	<ul style="list-style-type: none"> • Environmental Awareness 	Global Warming, Carbon neutrality, pollution,	Environmental Awareness
Awareness Campaigns	<ul style="list-style-type: none"> • To create awareness about female foeticide, AIDS/Drugs/Tobacco/ Superstitions/health-hygiene/population etc. 	Awareness about social evils; importance of Health and hygiene; Organization of	Sensitization towards social and other issues; Organizational abilities;

		rallies and events; Posters/ essay-writing; Elocution and debating; Leadership qualities;	Leadership qualities; Healthy attitude towards life
Blood Donation	<ul style="list-style-type: none"> To save human life 	Blood groups; health check-ups	Respecting human life
ACE			
Literacy Programmes	<ul style="list-style-type: none"> To literate the poor/disadvantaged through distribution of books/study material 	Essay-writing, elocution, debates, poster, slogan-writing etc.	Acquaintance with national issues and knowledge of coping with them
Saksharata Diwas	<ul style="list-style-type: none"> To spread the message of importance of literacy in society 		
Population Day	<ul style="list-style-type: none"> To make students aware of disadvantages of growing population and its impact on Indian economy/society 		
Project Work	<ul style="list-style-type: none"> To make students understand the problem in depth 	Project writing, research and data-collection	Project/report writing/ research habits etc.
NCC			
Parades	<ul style="list-style-type: none"> To promote nationalism and patriotism; love for the armed forces; discipline 	Military training; Martial skills; physical fitness; habit of disciplined life	Military Training; discipline; physical fitness
Camps	<ul style="list-style-type: none"> To inculcate among students nationalism and patriotism and national integrity; To develop among students attraction for armed forces To teach students the disciplined way of life To create awareness about: <ul style="list-style-type: none"> First Aid Fire control Health and Hygiene 	Information and knowledge about armed forces; Disaster Management First Aid; health and hygiene precautions	Love for the country; National Integration; Life skills; Disaster management
Blood Donation Camps	<ul style="list-style-type: none"> To save human life 	Blood groups; health check-ups	Respecting human life; Compassion for others
Awareness Programmes	<ul style="list-style-type: none"> To create awareness about Pulse polio, AIDS/Drugs/Tobacco 	Awareness about social evils; importance of Health	Sensitization towards social and

	etc.	and hygiene; Organization of rallies and events; Posters/ essay-writing; Elocution and debating; Leadership qualities;	other issues; Organizational abilities; Leadership qualities; Healthy attitude towards life
Shramdan	<ul style="list-style-type: none"> Community Service, dignity of labour 	Cleanliness, plantation	Social responsibility and accountability as citizens; Love for society and fellow humans; Team work; dignity of labour
Women's Cell			
Gender Sensitization	<ul style="list-style-type: none"> To sensitize students against injustice/ harassment of women To provide platform for women empowerment To apprise girl students of their rights and various legal provisions for them 	Various gender issues; Women self-employment; Health-hygiene problems faced by girls Provisions against sexual harassment; self-employment avenues for women Prevention of girl foeticide.	Self-defence skills; Self-employment skills; Self-confidence

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Details on the initiatives of the Institution that encourage community participation in its activities?

The major reach out activity in terms of community development is carried out by our NSS unit which ensures the involvement of community in its activities as follows:

- The NSS unit organizes residential camps in adopted and other neighbouring villages and involves the villagers in activities like shramdaan for cleanliness, plantation, building of barrages for water conservation etc.
- The Unit organizes various awareness activities like screening of documentaries and videos, distribution of reading material, guest lectures, health camps etc. during the camps for the benefit of villagers. Sarpanches and VDO's are involved in the activities as well.

- The Unit also takes out Prabhat Feri's (Morning rallies) for creating awareness about drugs, tobacco, AIDS, literacy, environment etc. where people also join.
- Camps conclude with cultural programmes and *sahbhajan* where villagers participate.
- From 2014-15, the college has adopted a village called Nagazari for its concentrated extension activity.

To encourage the involvement of community in its activities, the NSS unit first of all approaches the village sarpanch/grampanchayat members where the camp is being organized. Usually, we choose the village where some of our students reside who ensure that the camp activities are widely publicized by word of mouth.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

For fruitful outreach and extension activity, the institution has forged a very constructive relationship with the following institutions:

- RTM Nagpur University's NSS and Adult Education Centres
- NMC for Nag River Cleaning Campaign
- Railway Station platform no 8 for Cleanliness under 'Swachha Bharat Abhiyan'
- Gandhi Vichar Parishad, Wardha
- Gram Panchayats of Nagazari (adopted village) and other villages
- Government Medical College and Daga Hospital for Blood Donation Camps
- Vishvesaraiya National Institute of Technology for Kashmir Flood Relief
- 'Sakal' Group of Newspapers for Kashmir Flood Relief Fund
- Traffic Police Department for Traffic Awareness Programmes
- District Administration for Voters' Awareness Programmes
- Forest Department for Water Conservation at Kalmeshwar
- Shradhanand Anathashram
- SanJeevani Vridhashram for camps
- Vinoba Vichar Kendra, Sarvodaya Ashram for moral education
- Gandhi Sanskar Parishad, Jalgaon for Examination on Gandhiji's life and works.

3.6.10. Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

During the last four years, the institution has received the following awards for its extension activities and contribution to social/community development

- **Best NSS Unit and Best Volunteer Award** (2014-15) by RTM Nagpur University
- **Best Programme Officer Award** 2014-15 by RTM Nagpur University
- **RD Parade**, 2015; NSS volunteer Ms. Priyanka Pandey represented Maharashtra.

- **State RD Parade 2015:** Ms. Kanchan Bihare and Mohanlal Vishwakarma, represented University
- We also have won the **Second Prize** at District level for the **Best Traffic Awareness programme** as declared by the SP, Nagpur (Rural) for 2013-14.
- **Best State-level Volunteer Award:** At state level NSS camp Wardha in 2010-11 (Rajnikant Yadav).
- **First Prize in Skit Competition at State level** NSS camp at Wardha, 2010-11. (Braj Chaturvedi)
- Braj Chaturvedi selected for **National level Adventure camp, Vishakhapatnam.**
- 2 volunteers selected for **NSS Disaster Management Camp at Solapur.**
- Ms. Santoshi Yadav selected for **National level NSS camp at Sikkim.**

Contribution:

The extension activity conducted by the college units of NSS, NCC and ACE has in our view made some significant contribution to society as follows:

- Spread awareness among students and society about various evils of illiteracy, drugs/tobacco, AIDS, health and hygiene, environmental issues, female foeticide, cleanliness etc. through systematic campaigns and projects.
- Our students have contributed to various relief funds and donated to orphanages and vridhashrams.
- Our NSS students actually constructed a barrage at Kalmeshwar Forest Range.
- We have adopted Law College Sq. for our Traffic Awareness Programme to make it a very safe square.
- NCC students are involved in Railway station cleaning.
- Our students regularly donate blood at the college camps and if required in hospitals as well for needy patients.
- Our ACE unit has actually made some village ladies literate and bold enough to speak from the podium.
- Students have converted our campus into a very pleasant place through shramdaan and plantation drives.

3.7. Collaborations

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The institution has developed a healthy research culture and has enjoyed fruitful relationships with other institutes and industry for research activity during the course of research projects undertaken by the institution or the faculty members. Following are some of the organizations with which we have been associated so far:

- IIPA (Major Research Project)
- BALCO (For Ph.D. by an Individual Teacher)
- BSE/NSE(For Ph.D. by an Individual Teacher)
- Hardware Chamber, Nagpur (For Ph.D. by an Individual Teacher)
- ACC (For Ph.D. by an Individual Teacher)
- NMC for LBT

Right now, we are not into any collaborative research per se as all the research projects in the institution are entirely handled by our teachers without any formal collaborations with other institutes, organizations and industry.

But we are in touch with other institutes and industry/organizations for major or minor research projects, students' research projects, and individual research by faculty members which results into exchange of ideas for mutual benefit.

There has not been any formal sharing of faculties with any institutes though our teachers visit other institutes as resource persons just as we invite others.

Our facilities/equipment are available to other students for research work and there is reciprocation by other organizations.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The college has entered into collaborative arrangements for academic development with the following organizations:

Sr. No.	Name of the institute/Corporate	Nature of collaboration
1	Tata Consultancy Services (TCS)	For the conduct of BPS course
2	National Stock Exchange (NSE)	For the conduct of NCFM course
3	Maharashtra Knowledge Corporation (MKCL)	For the conduct of PFM course
4	Cambridge English (Cambridge University)	For the conduct of BEC course
5	Tally Education	For the conduct of Tally course
6	Local CA Firms	For internships, corporate experience
7	Bombay Natural History Society (BNHS)	For Environmental Activity
8	Federation of Film Societies of India (FFSI)	For movies, documentaries etc.

The above academic partnerships and collaborations have led to substantial course enrichment, better horizontal mobility, more innovative learning experiences, practical industrial exposure, increased employability and placements.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

The college is closely linked with the local industry and community who offer whatever help we require for the furtherance of academics in the college. However, we have always looked for academic partnerships and never really consciously tried for any contribution from the industry or society at large for the creation/up-gradation of any infrastructural facility as our management is always there to help us out whenever such infrastructural up-gradation is necessitated.

The following is a brief profile of our industry-institution-community interactions vis-à-vis the creation of facilities:

Sr. No.	Name of the industry/Organization	Nature of Facility	Nature of Contribution
1	Seksaria Foundation, Mumbai	Student Support	Instituted Seksariya Gold Medal for B.Com. Topper from the College figuring in the Merit List
2	Tata Consultancy Services (TCS)	Academic	For the conduct of BPS (Finance & Accountancy Course) ;
3	National Stock Exchange (NSE)	Academic	For the conduct of NCFM (National Certification in Financial) course
4	Local CA firms	Academic	For internships, corporate experience

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

The college has been privileged to host a number of illustrious personalities on various occasions such as national conferences, college events like GS-COMNEXT, college level Faculty Development Programmes and workshops as follows:

❖ **National Conferences**

The college has organized 4 national conferences during the last four years. The conferences have been graced by eminent professionals and academicians as follows:

Sr No.	Name of the Guest	Name of the Conference	No. of Delegates
1	Keynote: Shri Kedarnath Banerjee, Professor, ISCTE Business School, University of	UGC sponsored National conferences on 'Issues Challenges and Innovations in Management'	185

	<p>Lisbon, Portugal.</p> <p>Resource Persons:</p> <p>Dr. Shri Prakash, Professor & Dean (Ph.D.), Birla Institute of Management Technology, New Delhi.</p> <p>Dr. Vinayak Deshpande, Vice-Chancellor, RTMNU, Nagpur.</p> <p>Dr. Surendra Gole, Principal, NIT, Nagpur; Dr. Ashutosh Kolte, Asst.Prof. University of Pune; Dr. Bhaskar Patel, Principal, KITS, Ramtek</p>	<p>(10/3/2015)</p> <p>UGC Allocation: Rs. 1,45,000/-</p>	
2	<p>Keynote:</p> <p>Shri V.Rajagopalan, President, (Legal), Bajaj Finserv</p> <p>Resource Persons:</p> <p>Shri V.Ravisankar Shri Shripad Carapurkar Shri Sudhakar Atre (All Banking Professionals)</p>	<p>UGC sponsored National conferences on 'Dynamics of Indian Banking Sector: Issues, Challenges and Opportunities' (24/2/2015)</p> <p>UGC Allocation: Rs. 1,45,000/-</p>	176
3	<p>Keynote:</p> <p>Dr. Uma Vaidya, Vice-Chancellor, Kavi Kulguru Kalidas Sanskrit University, Ramtek</p>	<p>NAAC sponsored National Seminar on 'Quality Sustenance in Higher Education' (3/12/2013)</p> <p>NAAC Allocation: Rs. 50,000/-</p>	112
4	<p>Keynote:</p> <p>Shri Ranjit Gupta, President, Bajaj Finserv Ltd. Pune</p> <p>Resource Persons:</p> <p>Shri S.D. Page, Director, National Insurance Academy, Pune Shri V. Jeyaraman, Chief Financial Officer, Bajaj Allianz Gen. Insurance Co. Ltd.</p>	<p>UGC sponsored National seminar on 'Global Scenario and New Trends in Indian Insurance Sector' (27/12/2012)</p> <p>UGC Allocation: Rs. 85,000/-</p>	130

❖ GS-COMNEXT

In its fifth year now, GS-COMNEXT has definitely come of age and is attracting a large number of students from other colleges. We have set a tradition of inviting only

the GS alumni to GS-COMNEXT. During the last five years, the following illustrious alumni visited the college as the chief guests for the mega event:

Sr.No.	Session	Date	Resource Persons / Guests' profile
1	2014-2015	15-01-15 & 16-01-15	Shri Manish Nuwal, Executive Director, Solar Industries India Ltd.
2	2013-2014	20-01-14 & 21-01-14	Shri Nilesh Sathe Director & CEO, LIC NOMURA, Mumbai.
3	2012-2013	16-01-13 & 17-01-13	Shri Prasad Shetty President, R.S Group of Companies, Bangalore.
4	2011-2012	22-12-11 & 23-12-11	Shri Ramesh Chandak CEO & MD, KEC International Ltd, Mumbai. Prof. Dr Madhav Aney, Singapore University
5	2010-2011	27-12-10 & 28-12-10	Ms.Apoorva Palkar, Director, SIMCA, Pune.

❖ 'SHODH'

It is a state level seminar organized annually by our M.B.A. Department. During the last four years the following eminent personalities graced 'Shodh':

Sr.No.	Session	Date	Resource Persons / Guests' profile
1	2014-15	17-3-15	Shri Amit Jagam, Regional Manager, YES Bank, Nagpur
2	2013-14	26-2-14	Shri Hemant Singhal, CEO, Aerographic Papers Pvt. Ltd. Nagpur
3	2012-13	6-3-13	Shri Vijay Phanshikar, Chief Editor, Hitavada
4	2011-12	29-2-12	Shri Ramchandran, Addl. Director, National Academy of Direct Taxes (NADT), Nagpur
5	2010-11	6-4-11	Dr Vilas Sapkal, Vice Chancellor, RTM Nagpur University

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

**a) Curriculum development/enrichment b) Internship/ On-the-job training
c) Summer placement d) Faculty exchange and professional development
e) Research f) Consultancy g) Extension h) Publication i) Student Placement j) Twinning programmes k) Introduction of new courses
l) Student exchange m) Any other**

As said earlier, we have established linkages with quite a few organizations like TCS, NSE, MKCL, Cambridge English etc. for academic enhancement and enrichment. However, the formal MOU's/agreements have been signed as follows:

Sr. No.	Organization	MOU/ Agreement	Activity Area	Beneficiaries
1	TCS	MOU	Conduct of BPS (F&A) Course and placements; curriculum enrichment	UG students
2	NSE	Agreement	Conduct of NCFM Course	UG students
3	MKCL	Agreement	Conduct of PFM course	UG students
4	Tally Education	Agreement	Conduct of Tally course	UG/PG students
4	Cambridge English	Agreement	Conduct of BEC course	UG/PG students
5	Local CA Firms	Agreement	Internships, corporate experience	UG students
6	Gram Panchayat, Nagazari	Agreement	Extension Activity	NSS students
7	BNHS	Agreement	Environmental Activity	All students

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

We have been immensely benefitted by a very proactive management which encourages us to go an extra mile for anything that would stand our teachers and students in good stead.

Since linkages with industry, GO's and NGO's has now become an integral part of our system, the college has set up an independent Cell for setting up linkages for curriculum development/enrichment, internships, on-the-job training, placements, research, professional development, consultancy, extension, publication, introduction of new courses etc.

For new courses we have already signed MOU with TCS and entered into agreements with NSE, MKCL, Tally Education, and Cambridge English.

As a part of strategy, we are trying to establish linkages with our alumni who are occupying key positions in industry and corporate. We have already set up a Skill Upgradation Network called GS-SUN which has as members our CA alumni who have adopted our students as interns.

Similarly, we have in the city various Chambers and Associations of trading and business communities with whom we want to set up linkages for curricula development, professional development, research, internships and placements.

Recently, we also organized a Guest lecture by one of the renowned experts in the field Prof. V.S. Gajaveli, from IMT, Nagpur who interacted with teachers on the importance and strategies for linkages.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

- The college has applied for a Centre for Higher Learning and Research to the RTMNU, Nagpur. The LEC visited the college and examined the credentials. The grant of status is awaited.
- Increasing number of teachers has applied for major and minor research projects to different bodies; there is also rise in publication output.
- Similarly, our students are also initiated and groomed for research-oriented activities. They are involved in research projects of the college and also encouraged to participate in research oriented competitions.
- Recently, our students participated in the RTM Nagpur University's annual Research Event 'Avishkar', where models/charts prepared by our students were selected at the university level for state level presentation.
- Most noteworthy has been the feat of our 4 students who participated in the CIMA (Chartered Institute of Management Accountants, UK) and after winning the regional round, were selected for the National Final at Mumbai where 22 teams from all over India participated through Regional selections. CIMA paid for air fare and stay in Mumbai.
- Owing to our extension activities in an adopted village, there is growing bonding between students and villagers. Students' direct interface with the rural life and rural problems has made them more responsible citizens.
- Students also have developed a bonding with orphanages and old age homes and learnt to be compassionate and generous, very essential human attributes.
- Most splendid work has been done in Nag River Cleaning campaign where our students joined hands with several NGO's and contributed to the cleaning of the river just ahead of the rainy season.
- Our students also constructed a check dam for providing waterhole to wildlife in the Kalmeshwar Forest Range.
- From 2015-16, we have taken to appointing 'Gender Champions' for wide gender sensitization on campus and outside.
- Our ACE unit has taken first steps towards spreading literacy. Our students have been given the responsibility of educating at least one person in their neighbourhood. It is a pleasure to share that these students taught the illiterate villagers and also made them speak on the college platform.

Research, Consultancy and Extension: Glimpses . . .



National Seminar on Insurance Sector – 2012



National Seminar on Higher Education - 2013



National Conference on Banking– 2015



National Conference on Management – 2015



Guest Lecture in FDP



Handing Over LBT Project to NMC



Voters' Awareness Programme: Oath



Voters' Awareness Programme: Oath



Road Safety Campaign by NSS/Police Dept.



Road Safety Campaign at Law College Square



Blood Donation Camp



Check Dam at Kalmeshwar Forest



Gandhi Sanskaar Shibir at Sewagram



Digital India Week



Swachh Bharat Abhiyaan



Jagar Janeev Abhiyaan

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical facilities

4.1.1 What is the policy of the Institution for creation and enhancement of Infrastructure that facilitate effective teaching and learning?

***Adequate classrooms *Well equipped laboratories *Seminar room with audio-visual facility *Conference room**

The college takes pride in offering the best possible infrastructure to its students and staff members for effective teaching-learning activity. For infrastructure, the institution follows the simple policy of providing all the required infrastructure for an ideal T/L environment as prescribed by the UGC/State Government/University from time to time. The policy can be elaborated as follows:

- To provide spacious, cross-ventilated, and well-lit classrooms for all the classes of regular and add-on/value-addition courses in the college.
- To create additional infrastructure in the form of classrooms, computer labs, equipment, furniture etc. to support new courses as and when required.
- To provide all learning resources viz. library, reading rooms and ICT to the staff and students for maximum T/L and research output.
- To set up computer/language labs to equip students with the global competencies.
- To create and provide infrastructure in the form of activity rooms/seminar hall/auditorium/indoor complex, gymnasium, playgrounds etc. for the conduct of co-and extra-curricular activities.
- To create residential facilities for both boys and girls.
- To provide all other facilities like drinking water, sanitation, electricity with back-up etc. to both students and staff.
- To have special common room arrangements for girls and lady staff.

It is with this kind of policy that the college, which started with rented premises in 1945, today stands proudly on its own premises spread over 6 acres at a prime location with its own buildings constructed in a phased manner as per the exigencies and growth of institution through management funds and also UGC assistance as per the norms specified by the UGC/State Government/University.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

The College has the following facilities for the conduct of curricular and co-curricular activities:

Sr. No.	Facilities	Description	Quantity	Remark
1	Classrooms	Big Rooms (capacity 120)	22	Excluding new M.B.A. Bldg.
		Medium size (capacity 60)	06	
		Small size (capacity 35-40)	06	
2	Faculty Rooms	Grant sections	02	Main Building
		Departments (No-grant sections)	04	No- grant
3	Examination Cell	With strong room	01	Main Building
4	Technology-enabled learning spaces	Commerce lab	01	Library Bldg.
		NRC	01	
		Reference/Reading Room	02	
		PPT/E-Board Room	01	
5	Seminar Hall	Library Main Campus	01	
6	Conference Room	Fitted with A/C	01	Office Block
7	Tutorial Places	Small Classrooms are used for tutorials		
8	Laboratories	Computer Labs for B.Com./B.Com. (CA)/M.B.A.	03	Respective departments
9	Research Cell	Fitted with computers, printers, photocopier etc.	01	Library Building
10	UGC Cell	Fitted with computers, printers etc.	01	Room. 10
11	Career Guidance Cell	Fitted with computers, printers etc.	01	Main Building
12	Women's Cell	Fitted with computers, printers etc.	01	Room No. 17
13	Students' Counselling Cell	Fitted with computers, printers etc.	01	Room No. 4
	Equipment	Generator 45 KV	01	
		Inverters	02	
		Solar Lamps	06	
		Solar Water Heating system	01	
		Computers	264	
		LCD Projectors	21	
		Printers (B/W)	43	
		Printers (colour)	02	
		Printers (Dotmatrix)	05	
		Scanners	11	
		Air conditioners	10	
		Photocopiers	04	
		Water pumps	04	
		Water coolers	10	
		Air coolers	10	
		Housekeeping machines	02	
		Television set	02	
		P/A system	02	
		CCTV cameras	25	
		Biometric Machine	01	
		Grass-cutting equipment	01	

(b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

The college has the following facilities for extra- curricular activities:

Sr. No.	ECA	Facilities	Details	Remark
1	Sports	Full-fledged Sports Department	02 full-time DPE's, Groundsman; Office/storeroom	Groundsman appointed on daily wages basis and paid from management funds
		Outdoor Games	Cricket, Football, Volleyball, Ball Badminton, Archery, Kabaddi etc.	Camps held for training by outside NIS coaches
		Indoor Games	Table Tennis, Carrom, Chess Badminton, Gymnastic, weight-training Yoga etc.	For badminton, we rent University's Subhedar hall; College has applied to UGC for indoor sports complex
		Gymnasium	Equipped with: Multi gym unit, inclined/ declined bench press, abdominal board, smith machine, leg extension and leg curl, wrist conditioner, dumbbells, rowing arm cycle, etc.	Camps by experts organized from time to time
2	Auditorium	An open air stage	Used for cultural programmes and assemblies	Pandal is erected for college gatherings and annual cultural events /kavi-sammelans
3	NCC (Boys and Girls)	Military training	Full-fledged office, In-charge of Major rank; enrolment of 50	Attached to 4, Maharashtra Battalion
4	NSS	Extension work	Full-fledged office, coordinator; Enrolment of 150	Adopted village for extension work
5	Adult and Continuing Education	Extension work	Full-fledged office, coordinator; Enrollment of 60	Programmes in collaboration with RTM Nagpur University; projects
6	Cultural activities	Open air stage, seminar hall	Special Students' Council Committee; special budget, P/A system	All activities organized by Students' Council; annual event of 'Umang'
7	Public speaking	Seminar Halls (2)	P/A system,	Debate/Elocution Competitions; student seminars
8	Communication Skills Development	English language lab	Orell software; 30+1 console; Netcafe etc.	Available to all students, specifically to those who are enrolled for BEC and EPC
9	Yoga, health/ Hygiene	Grounds	Medical camps, Physical health camps, yoga camps; physicians on college panel; counseling sessions for girl students	Physical and medical tests for boys and girls conducted every year

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any)

The institution and the management are ever alert to the infrastructural needs of students and staff members and ensure that new infrastructure is created as per the academic growth as per the master plan from time to time.

Today, the college has the following buildings:

Main Campus

❖ **Main Building (Heritage Building):**

Ground Floor: 7 classrooms, 1 Career Guidance Cell, 1 Grievance/Counseling Cell, Girls' Common Room, Sports Department/Sports Store Room.

First Floor: 8 classrooms, 2 staff rooms, toilets, 1 NCC room, 1 Women's Cell,

❖ **Library Building:**

Ground Floor: Library, reading room, reference room, NRC, and 1 classroom, Boys' washroom

First Floor: Seminar hall, 4 classrooms, washroom for girls, washroom for guests

Second Floor: Coordinators' rooms, Commerce Lab, IQAC, 5 classrooms, 1 English language lab, washroom for boys

❖ **No Grant Building:**

Ground Floor: 3 classrooms, 1 staff room, washrooms for boys and girls

First Floor: Computer Lab, 2 classrooms, washrooms for boys and girls

Second Floor: Computer lab, 3 classrooms, faculty room, washrooms for boys and girls

❖ **MBA Building (Bajaj Bhavan):** Classrooms, Tutorial rooms, faculty rooms, seminar hall, washrooms, canteen etc.

❖ **Gymnasium**

❖ **Indoor Sports Complex (Under process)**

Hostel Campus

❖ **Boys' Hostel:** 51 Rooms, mess hall, recreation room, library/computer room etc.

❖ **Warden's Bungalow**

❖ **Girls' Hostel (Under Process)**

The college's infrastructure is more than sufficient to take care of the required curricular, co- and extra-curricular activities as can be seen from the following table:

(A) Classrooms			B) Cells/Activity Rooms		
Course	Required Classrooms/Tutorials subjects	Available Rooms	Cell	Required Activity Room/s	Available Room/s
Regular UG/PG Course			NSS/ACE	01	01
B.Com. (Grant) (E/H/M)	12+2+1	12+2+1	NCC	01	01
B.Com. (NG)	3/1	3/1	Sports	01	01
B.Com. (CA)	2/1	2/1	IQAC	01	01
B.B.A.	3/1	3/1	Research Cell	01	01
M.Com. (E/H/M)	6	6	CG Cell	01	01
M.B.A.	Totally independent set-up from 2015-16		Women's Cell	01	01
Value-addition courses			Grievance Redressal Cell	01	01
CA-CPT/CS	1	1	UGC Cell	01	01
BEC/EPC/CBCE	1	1	Seminar Hall	01	01
TCS/NSE/MKCL	1	1	Commerce lab	03	03
Competitive Exams/NET SET coaching/GS-Sun grooming course	1	1	English Language Lab	01	01

Note on optimum utilization of infrastructure:

The college caters to the curricular, co- and extra-curricular needs of over 2500 students enrolled in various courses/departments and therefore needs as much infrastructure as possible. However, owing to the constraints of space and FSI regulations, there are some limitations in creating more buildings. But we have successfully overridden this by using our available space optimally as follows:

After dedicating separate classroom to each section of every course and also after providing for the optional subjects, the spare rooms have been allocated to cells and activity rooms for systematic and better coordination of various activities.

- After the regular teaching as per the time-table is over, the same classrooms are used for value-addition/add-on courses.
- Computer labs are used for Computer courses and Computerized Accounting course after their regular use.
- We have converted our seminar hall into a PPT/E-Board room for its regular use.
- The proposed B.Voc. and other courses under DD KAUSHAL scheme will be conducted in the afternoon shift.

Infrastructure/Facilities developed/augmented during last FOUR years

A. Buildings/classrooms created during last four years:

Sr. No.	Name of the Building/construction	Quantity/ area	Amount spent	Funding by
1	New MBA Building 'Bajaj Bhavan'	1 (30000 sq.ft.)	90000000.00	Shiksha Mandal
2	Computer Lab	1 (1344.17 sq.ft.)	1093527.00	UGC XI th Plan
3	English Language Lab	1		UGC XI th Plan
4	Classroom construction	1 (528 sq.ft.)	663892.00	UGC XI th Plan
5	Boys' hostel renovation	1	1253852.00	UGC XI th Plan
6	Women's Toilet	1	97644.00	UGC XI th Plan
7	Classrooms	02	Under Process	UGC XII th Plan
8	Main Bldg.Renovation		Under Process	UGC XII th Plan
8	Girls' Hostel	-	Under Process	UGC XII th Plan
9	Indoor Sports Complex	-	Under Process	UGC XII th Plan
	Total		93108915.00	

B. Note on Equipment/Assets created (Last four years)

Sr. No.	Name of the Equipment	Quantity	Amount spent	Funding by
1	English Language Software	1	1,65,000.00	UGC Special Assistance
2	Computers for Language lab	31	10,81,900.00	UGC Special Assistance
3	Computers for Computer lab	30	10,47,000.00	UGC Special Assistance
4	Computers for Research Centre	05	1,26,400.00	MRP's
5	Printers (colour)	1	14,300.00	MRP's/UGC Special Assistance
		2	28,500.00	
6	Printers (B/W) Dot matrix printer	4	27,800.00	MRP's/UGC Special Assistance
		1	7,900.00	
7	DLP's HCLprojector	5	1,37,813.00	UGC Special Assistance
		2	46,800.00	
8	E-Board	1	1,28,205.00	UGC Special Assistance
9	Libman-software	2	5,15,441.00	MRP/UGC/Special Assistance.
	Windows-7 software	1		
	Windows-8	100		
	Power point presenter	01		
10	Housekeeping equipment	02	1,75,107.00	Shiksha Mandal
	Total		3502166.00	

C. Facilities created during (Last four years)

Sr. No.	Name of the Facility	Quantity	Amount spent	Funding by
1	Computer Terminals in RR	21	5,21,483.00	UGC XI/XIIth plan
2	NRC/terminals for teachers	18	4,46,985.00	Special Assistance
3	Research Cell	5	1,26,400.00	UGC
4	CGC computers	5	2,00,210.00	UGC
	Photocopier	1	43,560.00	
	Lazer printer HP	4	23,625.00	
	Book case & magazine rack	2	12,488.00	
	Roller plastic protector for bookcase	8	2,600.00	
	Library books		15,948.00	
	Cable, switches, net-connector rack etc.		10,200.00	
5	Library automation	CMS	93600.00	Non-salary
7	Biometric Machine	1	24000.00	Shiksha Mandal
8	Housekeeping equipment	2	175107.00	Shiksha Mandal
9	10 MBPS Optical fibre	1	216922.00	Shiksha Mandal
10	Water Coolers	4	1,94,000.00	UGC XI th plan
		1	33,500.00	Special Assistance
		5	1,42,500.00	Non-salary
Total			2283128.00	

Future expansion: Girls Hostel, Indoor Sports Complex/Auditorium and classrooms
(Master Plan of institution indicating existing physical infrastructure has been enclosed.)

4.1.4. How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The college provides special attention to the needs of the students with physical disabilities as follows:

- There are ramps at all entrance points of all the buildings.
- One wheel chair has been specially purchased for these students; peons/security guards escort these students to their classrooms.
- During the college and University examinations seating arrangements are made on the ground floor for orthopedically handicapped students.
- No visually impaired students have taken admissions in the institutions so far.

4.1.5. Give details on the residential facility and various provisions available within them:

Hostel Facility – Accommodation available; Recreational facilities, gymnasium, yoga center, etc.; Computer facility including access to internet in hostel; Facilities for medical emergencies; Library facility in the hostels; Internet and Wi-Fi facility; Recreational facility-common

room with audio-visual equipments; Available residential facility for the staff and occupancy Constant supply of safe drinking water; Security

(A) Boys' Hostel:

The college has its own Boys' Hostel built with UGC assistance in 1975. The hostel has the intake capacity of 75 inmates and mess facility.

The following facilities are available in the Hostel:

Sr. No.	Facility	Description
1	Accommodation	Capacity:75; single/double bed
2	Mess	Purely vegetarian; through contract
3	Recreational Facilities	Sports: Volleyball, TT, Carom, Chess Common room with TV, Newspapers, journals/periodicals
4	Computer Facility	Computer Room with 3 terminals/ Dongle
5	Medical Facility	Doctor on Call/First aid box
6	A/V equipment	TV/DVD player
7	Residential facility	Warden's quarters and a guest room
8	Drinking water	Corporation and own well
9	Electricity supply	MSEDCL
10	Security	By private security agency
11	Any Other	Solar water heating system CCTV surveillance

(B) Girls' Hostel: Under Process

4.1.6. What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Following provisions are made available to students and staff in terms of health care:

For Students:

- A Health check-up camp for all students is conducted every year. Doctors from our Panel, both male and female, are invited for the camp and they check the students on various parameters.
- The college has formed a panel of doctors on call basis for any medical emergencies in the college. Two registered medical practitioners in the vicinity are there on the panel
- For urgent medical care, we admit our students to nearby Dr Dande Hospital with which we have an agreement.
- In addition to this, special health sessions are conducted for girls by Women's Cell.
- Sports Department is equipped with first-aid box to attend to minor injuries.

For Staff members:

- For medical emergencies on campus, the doctors on panel are available.
- The expenditure incurred by the staff members on hospitalization and medicines etc. is reimbursed by the State Government for select ailments.

4.1.7. Give details of the Common Facilities available on the campus spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

The college has allocated dedicated rooms/spaces to all the key cells and units for a systematic and coordinated execution of various activities as follows:

Sr. No.	Special Unit/Cell	Location	Facilities
1	IQAC	Room. No. 205	Computers, internet, scanners, printers, intercom etc. Furniture. DLP/Screen. There are also enough stacking arrangements.
2	Grievance Redressal/ Counselling Cell	Room No. 4	Computer, internet, printer
3	Women's Cell	Room No. 17	Computer, Internet, Printer
4	CGC/Placement	Room No. 10	Computers, Internet, Printer
5	Canteen	Bajaj Bhavan	Snacks/ Tea-coffee
6	Recreation	Staff rooms	For both the staff and students, enough recreational facility is available in the form newspapers in the staff room, books and journals in a special reading room in the library, outdoor sports and indoor games like Badminton, TT, Carom, Chess etc.
		Library	TV, reading room, books and journals, newspapers and periodicals
		Sports room/ grounds;	Carom, Chess, TT, Ball badminton, Cricket; Shiksha Mandal Sports
		GS-Film Society	Movies, documentaries etc.
7	Drinking Water	All Buildings	Water coolers are available in all buildings/staff rooms.
8	Sanitation	All buildings	There are also standard sanitation arrangements for the staff and students in all buildings
9	Health Centre		Visiting Doctors/Psychologists

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

At the beginning of each session the Library Advisory Committee is constituted.

The Composition of the Library Committee is as follows:

1. Principal (Chairman)
2. Librarian (Secretary)
3. Heads of the Departments
4. Senior teachers representing various subjects

The functions of the Library Committee are as follows:

- To prepare the budget of library
- To allocate funds for respective departments for purchase of books
- To identify books to be purchased and journals to be subscribed
- To formulate policies for users and create facilities
- To regulate and monitor purchases of books and journals out of the UGC grants
- To make proposals for physical facilities and submit them for approval
- To organize various Library extension activities
- To organize Book Exhibitions
- To conduct/monitor stock verification

Initiatives taken by the Committee to make library user-friendly:

In order to make the library more user-friendly, the committee has taken the following initiatives:

- Introduction of OPAC/web-OPAC
- Display Boards for latest arrivals
- Departmental Libraries
- IT zone in the Reference Section
- Password to students for N-LIST
- Starting Library Orientation/Awareness programmes
- Inviting suggestions from students for purchase of books
- Introduction of Library competitions like Book Review Competition
- Institution of “**Best Library User Award**”
- Started collecting feedback from users about library services
- Suggestion box
- Reprography facility
- Book Bank/ Full Deposit/ILLS schemes
- Extending Library Hours
- Providing RR facility to CA students
- Special additional books for ‘Shabd’ members
- Varied collection on Competitive examinations

4.2.2 Provide details of the following:

***Total area of the library (in Sq. Mts.) *Total seating capacity *Working hours (on working days, on holidays, before examination days, during examination days, during vacation) * Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)**

The following are the details of library vis-à-vis the above parameters:

Sr.No.	Parameter	Description	Remark
1	Total area of the library (in Sq. Mts.)	732.28 sq.mtr.	Ground floor of Annex building
2	Total seating capacity	150 for students 25 for researchers and faculty members	Reference and Reading Rooms; NRC for teachers
3	Working hours		
	On working days	8 .00 a.m. to 6.00 p.m.	
	Before examination days	8 .00 a.m. to 6.00 p.m.	Extended on request
	During examination days	8.00 a.m. to 6.00 p.m.	Extended on request
	During vacation	8.00 a.m. to 6.00 p.m.	
4	Layout of the library		
	Individual reading carrels	Few tables reserved on request	For staff only
	Lounge area for browsing and relaxed reading	Few tables reserved for the same	For staff only
	IT zone for accessing e-resources	Total 39 terminals with internet and printers	Separate spaces for staff (18 terminals) and students (21 terminals)

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

As per the standard procedures, the library gets to know about the latest titles through:

- The receipt of catalogues from various publishers
- The visiting salesmen representing the publishers
- Book Exhibitions, National Book fairs etc.
- Recommendations by Faculty members for text books, reference books, study material, books for research for MRP's etc.
- Recommendations by students for text/subject books and general reading
- E-sources/print and electronic media etc.

The Library Committee, which meets frequently, identifies the new titles so came to be known and invites the titles from leading booksellers in the city/publishers on approval basis. The teachers sift through these books and recommend the purchases.

- Teachers are also encouraged to visit local bookshops/exhibitions and purchase the latest books/editions for the college library.
- The purchased new books are displayed on the New Arrivals stand. Teachers also announce the new titles in their classrooms. Librarian, who also has to engage classes, informs students about the new books to ensure their regular usage.
- The same policy is adopted for the purchase of journals and periodicals.
- The text and general books are in great demand.
- Reference books are not for home issue but can be accessed in reference section.
- Periodicals/ magazines are issued only after they are replaced by current numbers.
- The e-journals are subscribed from N-LIST/J-Gate.

The amount spent on procuring new books, journals and e-resources etc. during the last five years is as follows:

Library Holdings	2014-15		2013-14		2012-13		2011-12		2010-2011	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	927	195172	937	233502	639	149701-	635	121709	510	106999
Reference books	116	34456	69	20014	50	12124	52	12144	36	3981
Other books	723	150802	452	8695	365	73829	430	127500	576	78828
Journal/ Periodicals	42	78,508	53	58583	29	41346	40	32418	65	61123
e-resources (N-LIST/ J-Gate)	104000	72416	72500	72416	37000-	5000	31500	5000	26000	5000
Newspapers	22	29863	19	29815	16	23947	14	16762	13	14820
Total	105830	561217	74030	423025	38099	305947	32671	315533	27200	270751

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

***OPAC * Electronic Resource Management package for e-journals**
*** Federated searching tools to search articles in multiple databases *Library Website *In-house/remote access to e-publications * Library automation ***
Total 39 computers for public access . * One photocopier machine for reprographic services.
*** Unlimited Internet facility with band width/ speed 10 mbps * Participation in Resource sharing networks/consortia (like INFLIBNET N-LIST/J-GATE)**

Moving with the times, our library has equipped itself with ICT and other modern technologies for providing maximum access to its users. The following are the details:

- **OPAC:** OPAC terminals are provided for users, where they can search library catalogues and availability of books by title, author, subject, publisher etc. Boolean search facility is also provided. It helps the users to know the status of book. If the book is already issued, a student can make reservation for the book.
- **Electronic Resource Management package for e-journals:** Presently we are subscribing to print journals only. However, we access around 6000+ e- journals through INFLIBNET N-LIST/J-GATE facility.
- **Federated searching tools to search articles in multiple databases:**Through N-LIST/ J-GATE and other Open Source databases i.e. DOAJ etc., various scholarly articles are available for research work.
- **Library website:** Link to the library is provided in the college website.

- **In-house/remote access:** Library is a member of INFLIBNET N-LIST/J-GATE, wherein various e-publications are available. Users are provided with user-id and password to access these collections in-house/remote.
- **Library automation:** Through LIBMAN library management software. The bar coding system is used for the faster issuing of books. The computer systems in library are in Local Area Network (LAN).
- **Total number of computers for public access:** There are **39** computers for public access.
- **Total numbers of printers for public access:** There are **02** printers in the library. Students and staff are provided printer facility at other places as well.
- **Internet band width/ speed** □ **10 mbps**
- **Institutional Repository:** Creation of Institutional repository is in the process.
- **Content management system for e-learning:** There is no Content Management system for e-learning at present.
- **Participation in Resource sharing networks/consortia (like Infflibnet):** The library has subscribed electronic resources under the N-LIST programme of INFLIBNET, Ahmedabad. The subscription fee of Rs.5000/- is paid annually for renewal of these resources.

4.2.5 Provide details on the following items:

*** Average number of walk-ins * Average number of books issued/returned * Ratio of library books to students enrolled * Average number of books added during last three years * Average number of login to opac (OPAC) * Average number of login to e-resources * Average number of e-resources downloaded/printed * Details of “weeding out” of books and other materials**

Average number of walk-ins: The students and faculty members visit the library every day in order to read journals, newspapers, references and issue of books.

The average number of walk in is 350.

Average number of books issued/returned: Books are issued daily except on holidays. Separate days are allotted to students for the issue of books.

The average number of book issue/return is 275-300.

Ratio of library books to students enrolled: The College has a total enrolment of **2323** students (2015-16) for various courses as against the total number of books in the library **52219** (as on 31- march 2015).

The ratio of library books to the students enrolled is thus **23:1**.

Average number of books added during last three years:

Total **4278** books have been added in the library during last three years.

The average of books added during last three year is **1426** books per year.

Average number of login to OPAC:

The average number of log-in to OPAC is **75-100** per day.

Average number of login to e-resources:

In order to access e-resources via INFLIBNET the faculty and students, the students and faculty are supplied with password.

The average no. of login is **125-150**.

Average number of e-resources downloaded/printed:

Students come to librarian for print-outs. As per his estimate daily 2-3 print-outs and several downloads.

Teachers have been allocated separate printers in NRC.

Number of information literacy trainings organized:

- Special lectures for library awareness have been provided for in the Time-table.
- The librarian delivers lectures on information literacy during class hours in each class as per the time table and interacts with each student individually. Hence there is no separate literacy training.

Details of “weeding out” of books and other materials:

- The obsolete, outdated and worn-torn books, newspapers, periodicals etc. are disposed of after due procedure of destocking and sold to scrap dealers. The money so accrued is deposited in the grant account.
- In case of scholarly journals, the books are bound in volumes and due care for their preservation is taken.

4.2.6 Give details of the specialized services provided by the library

Manuscripts: There are no manuscripts available in the Library.

Reference: The library has a separate reference section with rich collection of dictionaries, encyclopaedias, year books, directories, handbooks, etc. Reference service is provided by the library whenever required by students, teachers, retired employees, research scholars and citizens.

Reprography: The Xerox machine is installed in the library for providing the reprographic services to students and faculties. This service is provided by library on payment basis @ Rs.1 /copy. The money so earned is used for the maintenance and purchase of paper.

ILL (Inter Library Loan Service): Inter- Library Loan Services are provided by the library. For ILLS, we have arrangements with the following libraries:

- Hislop College
- St. Francis De Sales College
- L.A.D. & R.P College & other Colleges in ‘Indradhanu’ cluster

Information Deployment and Notification

- The library has display stands where all new arrivals are kept for students' information.
- There are also notice boards at key points where library notices, and other college notices, college news, wall magazines etc. are displayed.

Download: Download facility is available in the library for both staff and students.

Printing: Printing facility is available in the library for both the staff and students.

Reading list / Bibliography compilation: Provided by the library on request.

In-house/remote access to e-resources:

In-house/remote access to e-resources is provided in the library through NRC, reference room and all places where computers have been installed. Library has also instituted the 'Best Library User Award'.

User Orientation and awareness:

User orientation programmes are conducted by the librarian through library awareness sessions as provided in the Time Table and interactions.

Assistance in searching Databases:

Assistance is provided by the librarian/library staff for searching various databases whenever required by the faculty and students.

INFLIBNET/IUC facilities:

The library subscribes to electronic resources under the NLIST programme of INFLIBNET, Ahmedabad and also J-Gate. Students and faculties are provided the passwords for using the facility.

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

In addition to the day-to-day operations of library services like book-issue/book-return, counter duties, stock entries etc., the library staff extends the following services to students and staff:

- Photocopying
- Assistance in accessing the e-resources/downloading/printing
- Catering to the needs of Study Circles/Forums
- The staff also helps in locating old books in the recesses of the library.
- Informing staff/students about new arrivals
- Organizing book exhibitions on special occasions
- Organizing library competitions for students
- Additional books to members of 'Shabd' forum

- News paper clippings for Projects under Adult Education
- Extending services beyond library hours
- Extending services to CA students

4.2.8 What are the special facilities offered by the library to the visually / physically challenged persons? Give details.

No special facilities for visually challenged persons in terms of library resources are available to students as there are no blind students in the college.

For physically challenged students there are ramps and wheel chairs which can be wheeled in the library. The library staff helps such students personally in finding books and journals as per their requirement and also helps them select and go through the contents.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

The college has a well-established mechanism of collecting feedback from students on all college activities and facilities through structured questionnaires. The feedback is collected from both in-programme students as well as the outgoing students. The feedback received on library services is shared with the librarian who implements the suggestions for improving the facilities.

For collecting exclusive feedback on library services, there is also an exclusive questionnaire designed by the library. In addition, there is also a Suggestion Box available in the library.

4.3. IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

Number of computers with Configuration (provide actual number with exact configuration of each available system); Computer-student ratio; Stand alone facility; LAN facility; Licensed software; Number of nodes/ computers with Internet facility; any other

The details of the computing facility available at the institution are tabulated below:

- **Number of computers with Configuration**

Sr. No.	Location	Number of Computers	Configuration details
1	Office	Non-Grant -06	i3, 2GB RAM,500 HDD
		Grant-12	11 machines - i3, 2GB RAM, 500HDD 1 machine-Dual core
2	IT Lab1	40+5	8 Machines- i3 ;38 Machines -Dual core,2 GB
	IT Lab2	30	Dual Core-1 GB RAM
	IT Lab3	30	Dual Core-1 GB RAM
3	Library	05	Dual Core , 1 GB RAM
	NRC	18	Dual Core , 1 GB RAM
	Reference Section	21	Dual Core ,1 GB RAM
4	English Language Lab	30	i3 2GB RAM
5	Research Cell	05	Dual-Core 1GB RAM
6	Sports Department	01	Dual-Core 2 GB RAM
7	NSS	01	i3 2GB RAM,500 GB HDD
8	Examination Cell	01	Dual-Core, 1GB RAM
9	CGC	05	Dual-Core, 1GB RAM
10	Women's Cell	01	Dual-Core, 1GB RAM
11	GRC	01	Dual-Core, 1GB RAM
12	UGC Cell	5	Dual-Core, 1GB RAM
13	Commerce Lab	01	Dual-Core, 1GB RAM
14	NCC	01	Dual-Core, 1GB RAM
15	Hostel	1	Dual-Core, 1GB RAM

- **Licensed software**

The following licensed software is available in the college:

Windows 10, Windows 8.1, Tally ERP, MS-Office, Windows Server 2003, Windows Vista, CMS, Orell language lab software

- **LAN facility**

LAN facility is available at the following places:

Office, Labs, NRC, Library, Research Cell, Career Guidance Cell etc.

- **Number of nodes/ computers with Internet facility**

All computers have internet facility.

- **Computer-student ratio**

Total computers: 264; Total students: 2323

Ratio: 36:1

- **Stand alone facility:** in Reference Room, NRC, Research Cell, Career Guidance Cell etc.

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

The following computer and internet facilities are available to staff and students both on campus and off- campus:

On-campus:

- Computer and Internet facility is available in all departments/cells/units, library, Principal's chamber, office, etc.
- All teachers have access to at least one dedicated computer in NRC/Cells/Units
- Coordinators are given laptops by the college.
- The college has installed 10 MBPS internet connectivity and all the students and the staff have free access to internet facility during the working hours.
- The Boys' Hostel also has the internet facility.

Off-campus:

- As the college is a member of INFLIBNET N-LIST programme, students and faculty can use the resources available therein outside the campus
- Coordinators/researchers are allowed to take laptops home for college work.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

Since the advent of ICT, the college has been alive to the need of IT education and has been consciously trying to deploy and upgrade the IT infrastructure from time to time using its own resources and assistance from the UGC.

It was with a view to promote IT education that the college introduced IT as one of the optional at B.Com. Level in 2003, and started B.Com. (Computer Application) in 2006, after setting up a full-fledged IT department.

The college's strategy with regard to the ICT is that all students should be exposed to ICT irrespective of its inclusion or otherwise in the syllabus.

- As a result, even those students who do not opt for IT as one of the subjects are exposed to ICT through other computer courses and computer literacy programmes.
- Further, owing to availability of multiple computer labs and various terminals in the library and other places like CGC, students are in position to use computers during their stay on campus.
- Also accessible in generous quantity are the allied facilities like internet, DLP's, E-Board, educational software and other tools of ICT enabled T/L.

For future, the institutional planning for deployment and up-gradation of the IT infrastructure and associated facilities is as follows:

- More computers will be purchased to minimize the student-computer ratio.
- New configurations would be introduced as per the demands of syllabi.
- Old monitors will be replaced by latest versions.
- To provide more IT zones to students and to start more ICT-based courses.

- To create smart classroom with UGC's special assistance.
- To equip library with more IT-based technology.
- To purchase more educational software.

4.3.4 Provide the details on the provision made in the annual budget for procurement, up-gradation, deployment, and maintenance of the computers and their accessories in the institution (Year wise for last four years)

The following have been the budgetary provisions/expenditure for IT infrastructure in the college budget for the last four years:

Session	Budget for Procurement/ up-gradation	Budget for Maintenance	Actual Expenditure for Procurement/ up-gradation	Actual expenditure on Maintenance
2014-15	2,20,000/-	65,500/-	55,41,180/-	90,560/-
2013-14	12,80,000/-	79,500/-	3,52,950/-	1,12,791/-
2012-13	1,80,000/-	1,07,000/-	16,03.872/-	73,364/-
2011-12	4,25,000/-	1,02,000/-	7,11,610/-	54,427/-
Total	21,05,000/-	3,54,000/-	82,09,612/-	3,31,142/-

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

Since the introduction of ICT, the college has been focussing on the extensive use of ICT resources and also the development and use of computer-aided T/L material.

As said earlier, the college has already equipped itself with all necessary infrastructure in terms of hardware/software and space for the maximum facilitation of ICT-enabled T/L activity as follows:

- The college has set up various IT zones in the form of Computer labs, NRC, Reference rooms and also made ICT available to all activity units/Cells so that ICT is accessible in all buildings to all the stakeholders.
- Further the college has installed 10 MBPS high speed internet.
- Similarly, all ICT related equipment like DLP's, printers, scanners etc. and software have been made available to all the teachers and students.
- The college has dedicated a special space for PPT/E-board activities.
- College has also set up an English Language Lab.
- Soon the college is creating smart classrooms.

To ensure its extensive use by both the staff and students, the college has taken the following measures:

- Organization of ICT workshops for students and staff members.
- Conduct of Basic Computer Skills course for students

- Conduct of Tally programme
- Organization of PPT competitions for students
- Assignments of ICT based projects to students
- Organized FDP workshop for faculty for the use of ICT in teaching methodologies
- Availability of e-resource through Infilbnet/nlist and J-Gate
- Downloading OER's, videos etc. and using them in classrooms
- Teachers are required to transact min. 40% syllabus through PPT/ICT/E-board teaching tools. Similarly, all teachers are required to convert their respective syllabi into digital form.
- In order to coordinate and monitor the ICT-enabled T/L activity, the college has set up a special committee.
- All Course coordinators have been given laptops for the implementation of ICT-enabled T/L activity.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

As said earlier, the college has created a very competent infrastructure for ICT and has also ensured its maximum use by both teachers and students. Obviously, all activities in the institute are student-centric and directed to achieve the optimum whether it is the curricular or extra-curricular output. Some of the examples of how the college has put the students at the centre of T/L process and how the teachers act as facilitators are as follows:

- **Access to on-line teaching - learning resources**

The college has made available to students over 150 computers with internet facility along with printers at various IT zones for open educational resources (OER's).

Secondly, the college subscribes to Infilbnet/N-LIST and J-Gate through which students can access over 97,000 e-books and 6000 e-journals. The user ID and passwords for accessing the same are given to students.

- **ICT enabled classrooms/learning spaces etc.**

In order to facilitate students' ready access to ICT, the college has created various IT zones as follows:

- 3 Computer Labs with over 100 computer
- NRC with over 20 computers
- English Language Lab with over 30 computers
- Reference section with over 20 computers

Further, the college has created special classrooms in each building for ICT-enabled T/L activity in the form of PPT/ e-board presentations. All teachers are required to transact minimum 40% syllabus through ICT methods.

- **Independent learning**

Besides providing a competent ICT-infrastructure back-up, the college has initiated some student-centric activities to promote independent learning using ICT as follows:

- **Internet based assignments:**

In addition to submitting regular assignments, students are also assigned some ICT-based assignments in the form of data-collection, source-hunting, or project-work etc.

- **Students' Seminars/ PPT competitions:**

The college also organizes Students' seminars involving ICT and PPT competitions in order to imbibe among students the ICT skills.

- **Seminars/workshops on IT**

The college also organizes some ICT-specific seminars/workshops on the themes of computerized accounting, or e-commerce or e-filing of returns etc. for exposing students to new trends and technologies.

Our B. Com. (CA) unit regularly organizes such seminars along with the annual events of 'TECH-PRO' and 'Arambh'.

- **Special courses; on line courses**

We also conduct some ICT-promoting courses Basic Computer skills for those students who have not opted for IT subjects.

Similarly, we have also introduced an on-line course of PFM (MKCL) to expose students to new technologies.

- **Training sessions for E- Filing of examination/scholarship forms**

Since students are now required to submit their examination/scholarship etc. forms on line, the college conducts special sessions for training the students in e-filing of various forms.

Owing to the above strategies of putting the student at the centre of the teaching-learning process, the students are now gradually shifting into the self-learning mode while teachers are becoming the facilitators of the process.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The institution has availed the 10 MBPS optical fibre connectivity from National Mission on Education through ICT (NME-ICT) which is integrated with National Knowledge Network (NKN). We did that directly through BSNL.

We were among the few colleges in the region to install this facility.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following

facilities (substantiate your statements by providing details of budget allocated during last four years)?

a. Building; b. Furniture; c. Equipment; d. Computers; e. Vehicles; f. Any other

The institution receives from the state government the non-salary grant for maintenance and purchase of equipment/furniture.

We also receive funds from our management for maintenance and upkeep of facilities. As per the college's requirement, budgets for purchases/maintenance expenditure are prepared and proposals are submitted to the Principal/management for approval.

In order to streamline the purchases and maintenance work, the college has constituted a special Maintenance and Purchase Committee to ensure optimum use of available grants as per the given priorities.

The following are the details of utilization of funds for maintenance and upkeep for the last four years:

Government Funds (Non-salary Grant):

Sr. No.	Facility	Utilization				
		2014-15	2013-14	2012-13	2011-12	2010-11
a	Building	-	-	-	-	-
b	Furniture	398377.00	482767.00	277687.00	105200.00	364136.00
c	Equipment	20000.00	16150.00	27300.00	67180.00	5400.00
d	Computers	-	-	-	150675.00	-
e	Any Other	-	-	8451.00	-	-
	Total	418377.00	498917.00	313438.00	323055.00	369536.00

Management Funds

Sr. No.	Facility	Utilization				
		2014-15	2013-14	2012-13	2011-12	2010-2011
a	Building	93042.00	16200.00	65903.00	2275702.00	3593010.00
b	Furniture	-	227720.00	35725.00	67418.00	305635.00
c	Equipment	-	35205.00	24000.00	140900.00	72725.00
d	Computers	-	-	-	378801.00	1076250.00
e	Any Other	-	8388.00	18193.00	190341.00	-
	Total	93042.00	287513.00	143821.00	3053162.00	5047620.00

UGC Grant

Sr. No.	Facility	Utilization				
		2014-15	2013-14	2012-13	2011-12	2010-2011
a	Building	-	467650.00	2631798.00	-	-
b	Furniture	-	-	-	-	-
c	Equipment	497691.00	145725.00	487404.00	33500.00	-
d	Computers	1794000.00	352950.00	1603872.00	119985.00	199600.00
e	Any Other	532236.00	181600.00	136804.00	188222.00	-
	Total	2823927.00	1147925.00	4859878.00	341707.00	199600.00

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

For the maintenance and upkeep of the infrastructure, facilities and equipment, the following mechanisms are in place:

The college has constituted a special committee for maintenance and upkeep of buildings and equipment. The college Registrar is also assigned the responsibility of looking after the day to day maintenance problems.

- The college has on its panel a set of plumbers, painters, electricians, and carpenters etc. who are called for sundry repairs.
- For major work involving building construction/renovation/painting etc. quotations are invited and work is assigned to the competent bidder.
- For maintenance of equipment, we have AMC's in place.
- For upkeep of premises, we have deployed a Housekeeping agency.
- For gardens and campus beautification, we engage hands on daily wages basis.
- All buildings and equipment are ensured with GIC.
- Internet is maintained by BSNL.
- All the maintenance expenditure that is over and above permissible limits as defined by funding agencies viz. government/UGC is borne by the management.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

- The calibration and other precision measures for equipment/instruments are taken up as per the advisories by manufacturers.
- Most equipments/instruments are covered under AMC's and due care is taken by the respective maintenance agencies.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

The college has taken the following steps for location, upkeep and maintenance of sensitive equipment:

- Voltage stabilizers are provided for all major instruments
- Power supply is regulated by precautionary measures like MCB's and Isolators.
- All the mains and switches are located at a safe height so as to keep out of students' reach.
- The college is converting the overhead electric cables going through our campus into underground systems with the help of MSEDCL.
- A 45 KV generator has been installed for uninterrupted power supply/back up.
- UPS has been provided to computers in library, office and departments.
- For constant water supply, we have, in addition to the NMC pipeline, a well and bore-well, underground and overhead water tanks and water pumps.
- The water pumps are strategically kept away from students' reach.

- Computers, sophisticated instruments are maintained through AMC
- The laboratories are provided with air-conditioners etc.
- All the major equipment are covered by insurance.
- The college is always alert to any untoward situation resulting out of any likely malfunctioning of equipment and has taken due precautionary measures.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

Since the last accreditation, the college has been adding to its infrastructure and learning resources in the interest of the students. The actual and the anticipated growth in this regard can be seen from the following:

❖ A Comparative of Infrastructural Aspects: From Last Accreditation to the present:

Infrastructure & Learning Resources	At the time of lastt Accreditation	Now
No. of buildings	3	4
No. of classrooms	28	31
No. of books	45702 (Rs.2019506.63)	52219 (+ 6517)/ Rs.2876324.63
Journals and periodicals	12	12
Class rooms	28	31
E-boards	-	1
DLP/LCD	7	21
Computers	204	264
Laptops	-	10
Software	1	4
Photo copiers	2	4
Internet facility	yes	Yes (10 mbps optical fibre)
Printers	21	43
Television	2	2
Computer lab	2	3
English Language Lab	-	1
Commerce Lab	-	1
Electricity backup	1	1
Water purifiers	4	10
Housekeeping equipment	-	2
CCTV Cameras	-	25
Internal Roads	1	3
Parking lot with pavers	-	YES

❖ ‘Bajaj Bhavan’

The most significant addition to infrastructure has been the construction of new M.B.A. Building which is proposed to be named as ‘**Bajaj Bhavan.**’ It is equipped with all the modern facilities including lift and in built fire-fighting mechanism.

The building has been funded by our management Shikha Mandal, which receives funds from the Bajaj Trusts.

❖ **New Technology:**

Another prominent addition to infrastructure has been in terms of technology. The college has been focusing on maximum usage of modern T/L methods and accordingly purchased more computers, software, LCD projectors, e-board and other ICT tools. The introduction of ICT-enabled T/L activity has started leaving its impact as there is a marked growth in results and co-curricular performances of students.

❖ **Facilities:**

Another area where we needed some improvement was drinking water facility in each building. We now have water coolers on every floor in every building.

Each building is now self-reliant in terms of toilets and washrooms both for boys and girls. It has not only helped students but also restricted their intra-campus movements ensuring peace and discipline.

❖ **Parking:**

We have also transformed our campus by fixing pavers in the parking lot and internal roads to ensure students' hassle free movements on the campus.

❖ **Unconventional Energy:**

Ambience is also being provided by the solar street lights, our concrete step towards usage of unconventional energy. Next in line are the LED lights for less consumption of electricity.

❖ **Residential facility for Girls:**

Our perspective Plan has put premium on residential facility for girls as there is now a large number of girls seeking admission in the Commerce courses and are from other places. We have therefore applied to the UGC for financial assistance of over Rs. 80 lac. The proposal has been sanctioned subject to compliances which are being made.

❖ **Indoor Sports Complex:**

Also on the cards is an Indoor Sports Complex for which we have applied to the UGC for the financial assistance of Rs. 65 lac. We are awaiting UGC's approval for the same.

❖ **Renovation of Heritage Building:**

Our main Building, which we call Heritage Building, is now nearly 70 years old. We have also applied to the UGC for its renovation through the development grant. Approval is still awaited.

❖ **Recycled Furniture:**

We are well covered by finances and yet we are not prodigal in our approach. When we constructed new classrooms, we actually recycled our old furniture and created new desks/benches out of the good old teak saving nearly 4-5 lac in the process.

Infrastructure and Learning Resources: Glimpses . . .



College Building – Front



College Building- Back



“Bajaj Bhavan”



Computer Lab



English Language Lab



Seminar Hall in Bajaj Bhavan



Reading/Reference Room



Book Exhibition



Network Resource Center



Boys' Hostel



Parking

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The college publishes its updated prospectus annually. The prospectus contains the information about the following:

1. Profile of the college management; its aims and objectives
 2. Profile of the college; its mission, aims and objectives
 3. Location, infrastructure and facilities
 4. Educational Courses/Programmes
 5. College shifts/office hours/uniform
 6. General Rules/Norms for Admission
 7. Fee structure
 8. Scholarship/free ships/concessions/medals
 9. Syllabi of various courses
 10. College Activities and Schemes
 11. College Committees and Cells
 12. Skill Up-gradation Network (GS-SUN)
 13. Discipline and Conduct
 14. Local Managing Committee
 15. List of Faculty Members/Non-teaching Staff
 16. Glimpses of College Activities
- In order to ensure that all commitments to students and other stakeholders as documented in the prospectus are fulfilled, the college has set up an elaborate mechanism which involves various committees, cells, coordinators and conveners who plan and coordinate all activities and are accountable for the fulfillment of all the goals and objectives.
 - Principal is the Chairman of all committees and cells.
 - All committee conveners, coordinators, and the cell/unit in-charges have to submit their annual reports along with the photographs to Principal.
 - All these reports are also published in the college magazine “*Rashtradhan*”.
 - The college magazine which comprises of articles, poems and other pieces of creative writing of students, also presents a detailed account of all the activities conducted throughout the session, achievements of staff and students in academics, sports and other extra-curricular events during the session.

5.1.2 Specify the type, number and amount of institutional scholarships / free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The college offers various government scholarships/freeships/concessions as well as sponsored scholarships to its students fulfilling the stipulated norms as follows:

- **GOI Scholarships:** for SC/ST/VJNT/OBC/SBC for those whose annual income is below Rs. 2,00,000/- (for SC/ST) and below Rs.1,00,000/- (for VJNT/OBC/SBC).
- **Free-ships:** for SC/ST/VJNT/OBC/SBC whose annual income is above Rs. 2,00,000/- (for SC/ST) and above Rs.1,00,000/- (for VJNT/OBC/SBC).
- **EBC:** for those whose parents' income is upto Rs. 1,00,000/-.
- **State Govt. Open Merit Scholarship:** for those who obtain more than 60% marks in qualifying examination.
- **National Merit Scholarships:** for those who obtain more than 60% marks in qualifying examination.
- **Minority Scholarships:** for students belonging to notified minority communities
- **Defence Personnel Concession:** for wards of the defence personnel.
- **Eklavya Financial Assistance Scheme:** for students of M.Com. I who have passed the B.Com. examination with more than 60% marks and whose parents income is below Rs.75,000/- . This scholarship of Rs. 5000/- p.a. is renewable in M.Com. II if student passes with minimum 50% and has attendance of over 75%.
- **Central Sector Scholarships:** for those students whose parents' income is not more than Rs. 4,50,000/-.
- **Teachers' Ward Concession:** for the wards of primary, middle and higher secondary teachers.
- **UGC Scholarship:** for those who top in the University merit lists of UG courses.
- **University Student Aid Fund:** for those whose parents' annual income is below Rs.40,000/-, University offers financial aid for paying tuition/examination fees and also expenses for hostel, books, and other educational material.

Sponsored Scholarships

- **Bajaj Merit-cum-Means Scholarship:** for those deserving students who do not get any Government scholarships and need financial assistance for education.
- **Late Sharadchandra Kashinath Jain Scholarship:** for a student in B.Com. II who tops in B.Com. I. This scholarship of Rs.1,000/- is only for B.Com. II.

Sponsored Medals

- **Seth Govindram Seksariya Gold Medal:** Separately for boys and girls for topping in B.Com. Final at the college level and also figuring in the University merit list.
- **Principal Tokhi Gold Medal:** For the college topper in M.Com.

The details of scholarships/freeships disbursed during last four years are as follows:

(A) Grant-in –Aid Courses:

Sr. No.	Financial aid	Academic session							
		2014-15		2013-14		2012-13		2011-12	
		No. of students	Amt. (Rs)	No. of students	Amt. (Rs)	No. of students	Amt. (Rs)	No. of students	Amt. (Rs)
1	GOI Scholarships	321	12,21,232	587	23,64,666	607	23,62,359	578	24,60,509
2	Freeships	02	4,394	11	22,914	18	34,987	13	26,843
3	EBC	11	495	19	855	21	945	27	1215
4	State Govt. Open Merit	00	00	00	00	00	00	00	00
5	National Merit	00	00	00	00	00	00	00	00
6	Minority Scholarships	04	Awaited	02	9,820	00	00	03	18,820
7	Defence Personnel	03	1185	03	1185	03	1185	01	245
8	Teachers' Wards Concession	02	1784	02	845	03	1422	04	1296

(B) No-Grant Courses:

Sr No.	Financial aid	Academic session							
		2014-2015		2013-14		2012-13		2011-12	
		No. of students	Amt. (Rs)	No. of students	Amt. (Rs)	No. of students	Amt. (Rs)	No. of students	Amt. (Rs)
1	GOI Scholarships	134	22,77,532/-	145	24,16,301/-	137	19,94,538/-	193	27,87,453/-
2	Freeships	04	54,604/-	08	1,45,661/-	13	2,53,290/-	11	1,95,674/-

5.1.3 What percentage of students receives financial assistance from state government, central government and other national agencies?

All scholarships are awarded/distributed by the State Government. The GOI scholarships are also awarded by the State Government. No scholarships are thus received from the central or other national agencies. The percentage of students

receiving financial assistance under various categories during last four years is tabulated below:

Grant-In –Aid Courses:

Sr. No.	Category	2014-15		2013-14		2012-13		2011-12	
		Number	%	Number	%	Number	%	Number	%
1	SC	185	12.00	180	12.68	214	15.51	197	14.06
2	ST	47	3.05	32	2.25	39	2.83	42	3.00
3	VJ NT	73	4.73	65	4.58	69	5.00	58	4.14
4	OBC	285	18.48	293	20.63	277	20.07	284	20.27
5	SBC	40	2.59	33	2.32	26	1.88	10	0.71
6	Minority	04	0.25	02	0.14	-	-	03	0.21
7	EBC	11	0.71	19	1.33	21	1.52	27	1.92
	Total	645	41.82	624	43.94	646	46.81	621	44.32

No-Grant Courses

Sr. No.	Category	2014-15		2013-14		2012-2013		2011-2012	
		Number	%	Number	%	Number	%	Number	%
1	SC	102	15.16	98	12.74	69	8.15	98	10.51
2	ST	15	2.23	13	1.69	11	1.30	15	1.60
3	VJ NT	18	2.67	20	2.60	14	1.65	21	2.25
4	OBC	107	15.90	127	16.51	153	18.09	206	22.10
5	SBC	11	1.63	11	0.91	11	1.30	9	0.97
	Total	253	37.59	265	34.46	258	30.49	349	37.44

Average 40% students of the total strength have received financial assistance from the State Government.

Average 1 % students of the total strength got the economically backward concession from the state government.

5.1.4 What are the specific support services/facilities available for

***Students from SC/ST, OBC and economically weaker sections *Students with physical disabilities *Overseas students * Students to participate in various competitions (National and International) *Medical assistance to students: health centre, health insurance etc. *Organizing coaching classes for competitive exams *Skill development (spoken English, computer literacy, etc.) *Support for “slow learners” *Exposures of students to other institution of higher learning/corporate/business house etc. *Publication of student magazines**

The college has established a competent support structure for all students of different categories and needs in terms of all curricular, co-curricular and extra-curricular activities. The details are as follows:

Sr. No.	Type of support	Available support services / facilities
1	Students from SC/ST, OBC and economically weaker sections	<ul style="list-style-type: none"> • Reservation in admissions • GOI scholarships; EBC concession • Special coaching/guidance under UGC schemes
2	Students with physical disabilities	<ul style="list-style-type: none"> • Preference in admissions • Scholarships • Infrastructural provisions of ramps/wheelchairs/seating arrangement etc.
3	Overseas students	All facilities as prescribed by RTM Nagpur university No overseas students admitted recently
4	Students to participate in various competitions (National and International)	All required facilities to participate in sports, co-curricular and extra-curricular competitions, travelling allowance and other requisite allowances; grooming for competitions; Incentive marks
5	Medical assistance to students: health centre, health insurance etc.	Annual medical check-up, first aid, doctors on call, emergency admission facility in a nearby hospital with which we have a tie-up
6	Organizing coaching classes for competitive exams	Yes. For competitive examinations, NET/SET, CMAT, CA-CPT, CS-F
7	Skill development (Spoken English, Computer literacy, etc.,)	Yes. BEC, EPC, CBC, computer literacy course Value-addition/add-on courses of TCS-BPS, NCFM, PFM, Tally etc.
8	Support for “slow learners”	Remedial Coaching and extra classes for poor learners, special coaching for ATKT students
9	Exposure of students to other institutions of higher learning /corporate /business house etc.	Educational/ industrial tours, internships, placements etc.; tie up with TCS, NSE, MKCL, CA’s etc.
10	Publication of student magazine	College magazine “Rashtradhan” is published annually; wall magazines, language study circle activities

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Following efforts are taken by the college to facilitate entrepreneurial skills, among its students:

- The college has set up a Career Guidance Cell which organizes career oriented programmes, workshops and guest lectures by noted entrepreneurs to inculcate among students the entrepreneurial skills.
- The college also organizes special workshops in collaboration with the District Industrial Centre (DIC).
- Recently, the college was chosen as the training centre for Stores Manager Course which was planned and executed by our faculty at the instance of Maharashtra Centre for Entrepreneurship Development (MCED) and DIC. 18 students from the college were selected in a batch of 35 by MCED.
- The college also conducts visits to industry to apprise students with the nuances of entrepreneurial ventures.

The impact of all these practices has resulted in quite a few of our students starting their own ventures.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc. *additional academic support, flexibility in examinations *special dietary requirements, sports uniform and materials *any other Policies/strategies to promote participation of students in extra-curricular and co-curricular activities:

The college has a stated policy that each student has to participate in any of the NSS/NCC/Sports//Cultural etc. activities and the same is declared in the prospectus.

Further, we have always focused on an all-round development of students as a matter of policy and therefore introduced a variety of co- and extra-curricular activities accompanied by a competent infrastructure and a host of facilities.

In order to ensure that all students are involved in co- and extra-curricular activities, and to coordinate their conduct, the college has set up the following mechanisms:

- **Students' Council Programmes:**

Every year at the beginning of the session, the college constitutes the Students' Council which has got students' representation from all classes and units like NSS, NCC, Sports, and Cultural Activities etc.

The Students Council plans various activities as per the allocated budget and conducts the following programmes all round the year:

- **Essay Competitions:**

On the occasion of anniversaries of great people and relevant social or political issues.

- **Debate/Elocution/Quiz/Poster/Greeting Card Competitions:**

On special themes and select occasions.

- **'UMANG'**

This three-day annual event comprising Inter-class sports; Singing/Dancing; Traditional Attire; Mehendi/Rangoli/Flower Show/Salad Decoration etc. competitions is organized towards the end of the session.

Students are given organizational responsibilities in all the events.

Certificates/Prizes to all participants are given in the Prize Distribution Programme

In addition to the regular Students' Council programmes, the college has made available to its students as well as to the students of other city/state colleges, the following platforms for innovative co-curricular activities:

- **GS-COMNEXT**

It is a two-day academic event which sees the conduct of the following competitions:

- Debate Competition
- Company Analysis/My Business Plan
- Commerce Quiz
- GS Success Story: A Chat Show with successful GS alumni

➤ Commerce Exhibition

- **‘SHODH’**

It is an annual state level seminar on commerce/management themes conducted by our M.B.A. Department every year.

- **‘TECH-PRO’**

It is a project presentation competition for the students of B.Com. (CA) conducted by our IT department every year.

In addition to the above, the college also conducts various other co-curricular activities through its other units/Cells as follows:

Adult and Continuing Education Unit: Essay/Poster competitions

Women’s Cell: Essay/Poster competitions

Commerce Study Circle: Models/charts

Language Study Circle: Wall Magazines, Creative writing

Research Cell: Case Study Competitions

M.Com. Department: Financial News Analysis Competitions

Library: Book Review Competition

College Magazine ‘Rashtradhan’

- **Shiksha Mandal Programmes:**

Our management also organizes for all SM colleges, General Knowledge and Quiz competition, where our students participate in a large number.

Similarly, SM also conducts an All India Inter-university Kamalnayan Bajaj Memorial Elocution Competition every year in the month of January. The competition is in its 41st year now. To participate in the competition, SM chooses its own team from among its colleges for which there is a separate competition. Our college team has been consistently representing SM in the KB competition.

- **Extra-mural events/competitions**

Besides organizing various in-house competitions for co- and extra-curricular activities in the college and SM, we also send students to competitions conducted by the university and other colleges, NGO’s, Rotary Clubs etc.

In a recent event, our students won the First Prize as well as a cash prize of Rs.7,500/- in a Debate Competition organized by a Rotary Club in the city.

- **Sports**

The Sports Department encourages students to participate in various games and sends teams at various levels viz., inter-college/university/regional/ state/ national level.

The department also conducts inter-class, inter-department sports and conducts selection trials for various games.

The department also organizes coaching camps for select games.

The college provides sports kit, T.A./D.A. to participating students.

Our management Shiksha Mandal also organizes every year an intra-SM sports tourney for both students and teachers.

Support:

In order to encourage students to participate in various co-and extra-curricular activities, the college provides all the infrastructural support in terms of buildings, equipment, ICT, manpower, grooming/counselling etc. Further, and to encourage students' participation in these activities, the college offers the following support:

• Additional Academic Support:

Those students who participate in various extra-curricular activities are given incentive marks which are added in their final university mark sheets.

Similarly, if students miss their course work owing to their participation in extra-mural events, their absence is condoned and extra-classes are conducted for them.

• Flexibility in Examinations:

There is no flexibility in university examinations, but no competitions are organized during examination period to start with.

In case, the students have to miss their internal examinations, due to external engagements, their re-examination/re-viva is conducted separately.

• Support to Sportsmen:

In order to support sportsmen, the college provides to them

- Incentive marks
- Sports kit, Track suits/Sports uniforms and 50% cost of University colours
- Diet allowance and TA/DA and also Transport for local and out station events
- Special Coaching Camps/Workshops on health and hygiene
- Certificates and recognition of achievements in scrolls of honour.

Any Other:

- In 2014-15, we gave to our University Ball Badminton Champion team blazers bearing full cost.
- We provided financial assistance for travel and other things to one of our archers who went to Delhi for a national event.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIRNET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

The college has established a competent mechanism to take care of students' preparations for various competitive examinations as follows:

• Career Guidance Cell:

The college has set up a full-fledged Career Guidance Cell with UGC assistance and as per UGC guidelines. The Cell offers guidance to students about their possible careers and also conducts various guest lectures on career opportunities as well as workshops on soft skills.

During the last four years the Cell has placed 267 students in various companies.

• NET/SET Guidance Centre:

The college has been from the beginning having an in-house NET/SET guidance centre independent of UGC support. We have, however, applied to the UGC for a full-fledged Centre in the XIIth plan. The counselling is done by our own teachers. So far 2 students have passed NET/SET from our centre. From 2015-16, we are also admitting outside students for this programme.

- **Competitive Examinations/Entry into Services Cell:**

We have also set up long back a guidance centre for competitive examinations. Now, we have applied to the UGC for Coaching for Entry into Services. We provide coaching for UPSC, MPSC, Banks, SSC etc. examinations.

- **CMAT/CET Guidance Centre:**

Our M.B.A. Department has started Guidance Programme for University's M.B.A.-CET and now for CMAT for the college students.

- **CA-CPT/CS-F Examinations:**

Since most Commerce students want to join CA and CS courses, we have started CA-CPT and CS-F courses which are sort of entrance examinations for these courses.

The following is the college's performance position in competitive and other examinations during last four years:

Sr. No.	Examination	Appeared during last 4 years	Passed so far	Remark
1	UGC-CSIR	-	-	-
2	NET/SET	16	02	-
3	GRE/TOFEL	-	-	-
6	CMAT	140	140	-
7	MBA-CET	24	23	Doing M.B.A.
8	UPSC	01	01	CLS, June 2014 4 th Rank All India
9	MPSC	02	-	-
10	SSC	04	Awaited	-
11	Banks	Over 100	30	Appointed
12	IBPS , RBI Gr-I	18	2 IBPS	Appointed
13	CA-CPT	112	37	-
14	CS (Foundation)	18	17	*Ms. Varsha Barlotia of 2013 batch secured All India 23 rd Rank in CS-F
15	Tally	29	28	-
16	OFB , Railways	3, 1	-	-

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social etc.)

The college has a well established counselling mechanism and the following counselling services are provided to students:

S.N.	Counselling service	Agency	Nature of Counselling
1	Academic Counselling	Admission Committee; course coordinators	The counselling regarding the selection of courses, optional subjects, value-addition courses is offered at the time of admission by the admission counsellors, course coordinators, and faculty members

2	Personal Counselling	Student Welfare/ Counselling Committee; Girls' Guidance & Counselling Committee; Mentorship Committee	Personal counselling is offered to students by the committees as and when the situations arise. Usually those students who are found to be delinquents or poor performers are identified by their respective mentors who counsel them or direct them to Counselling Committees.
3	Psycho-social Counselling	Qualified doctors/psychiatrists	In case of psychological/behavioural issues, we have on our panel reputed psychologists who also conduct sessions for students.
4	Career Counselling	Career Guidance & Placement Cell; Teachers	Cell guides students on choosing right careers, helps them with advertisements, soft skill sessions, workshops, guest lectures etc.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The college has set up an independent Career Guidance and Placement Cell which conducts from time to time various guest lectures on career opportunities and workshop for soft skills, personality developments, and campus recruitments.

The cell is headed by a convener and has 3-4 teachers as members. The following are the functions of the cell:

- To apprise students of various career opportunities through notices, display of advertisements and networking with various employment agencies.
- To organize guest lectures by renowned professionals and entrepreneurs to guide students on the choice of the right careers.
- To organize workshops on soft skills, personality development, GD and PI for grooming the students for prospective careers.
- To organize campus interviews and facilitate placement of students in reputed organizations.

During the last four years, the cell has organized the following activities for boosting students' career opportunities:

Session	Date	Activity	Participation
2014-15	5-12-2014	Workshop on 'Interview Techniques' by well known trainer Shri Hitesh Devani	100
	28-8-2014	Aptitude test for final year students to prepare them for placement drive of TMC (subsidiary of TATA)	100
	28-11-2014	Placement drive of Oakland Systems Pvt.ltd	09
	12-12-2014	Placement drive of Concentrix Daksh (multi-national)	125
	10/12/2014	Interaction of final year students with our alumni working with a Tata company	128
	01/12/2014	Placement drive of 'Pamosa Private Ltd (local company)	09
	13/01/2015	Placement drive of TCS (multi-national company)	119
	30/01/2015	Placement drive of 'Infosys' (multi-national company)	135
	31/01/2015	Pool campus placement fair organized by CIMBRD, Nagpur	49

	21-04-15 to 27-05-15	TCS organized 100 hours training programme on personality Development followed by an interview	82
	20/4/ 2015	Placement drive of TCS	36
	11/03/2015	Students sent to Wardha for placement drive of 'Wipro'	30
	28/04/2015	Open placement drive of 'Wipro' at Rasoni college	03
	27-04-15	Placement drive conducted by 'Blue Dart' company	10
	29May 2015	Students sent to open placement of TCS MIHAN	28
2013-14	26-07-13	Training Program by District Employment and Self Employment cell in collaboration with TCS	13
	31/08/2013	Training program for the post of Store Manager in collaboration with DIC/MEDC for two months	18
	11-09-13	Students of M.Com sent to attend Orientation programme for IAS preparation organized by Administrative service degree college	20
	12-09-13	On-line registration of employment card started.	100
	12/10/13	Seminar on 'Employability Skills' conducted by expert Mrs. Swati Maranpodi	125
	05/10/2013	Training conducted for NSE certificate course by Mrs.Dhahabara	130
	05/12/2013	Sent students to the free training program of MITCON	16
	17/01/2014	Campus placement for Indusind Bank conducted by Udan Skill Foundation	18
	31-01-14	Recruitment drive of Global Logistics	04
	27/01/2014	Placement drive of Infosys in the college	115
	4/1/2014	Placement drive conducted by TCS	119
	5/2/2014	Placement drive conducted by Wipro	99
	10-03-14	Recruitment by Mahindra & Mahindra	17
	5/3/2014	Training conducted by LIC	90
	14/3/2014	Employability training conducted as per letter of RTMNU	100
2012-13	07-06-12	Campus interviews conducted for the posts in Accounts and Administration by L & T Construction Ltd.	26
	10/7/2015	Campus interview for the post of HR officer for Wockhardt Hospital conducted by the cell	35
	08-09-12	Aptitude test conducted for the Bangalore based company (Career Net Company)	167
	11-10-12	Seminar & training session by TCS	125
	15-12-12	Campus recruitment was carried out by multi-national global company IBM Global.	39
	17/12/2012	An Investor Awareness Programme was organised by the cell, conducted by Institute of Company Secretaries of India (ICSI)	100
	13/12/2012	Placement drive by TCS Ltd.	41
2011-12	07-09-11	Placement drive by Vijaya Bank for post of probationer clerk conducted by the Cell	160
	10-09-11	A seminar was organised by the cell on 'Problem Solving' conducted by faculty from JCI	100
	1.10.2011	Guidance Workshop on GD-PI was conducted for final year students by Dr. Nitin Vighne, noted Career counsellor and in-house faculty	150
	30-11-11	Campus interviews of multi-national company IBM Global conducted.	44

The following students have been selected/placed in reputed companies during the last four years through the campus interviews:

From B.Com./B.Com. (CA)/B.B.A./M.Com. courses

Session	Visiting Company	Post	No of Students attended	No of students selected	% of students selected
2014-15	Concentrix Ltd.	Practitioner	125	18	14%
	Infosys	Process Executive	25	03	12%
	DIC -MCED	Accountant	15	08	53%
	PAMOSIA Ltd.	Sales Executive	09	02	22%
	TCS	Sales Trainee	119	32	27%
	Resume up	HR Executive	10	01	10%
	Infosys	Process Executive	135	34	25%
	Open Campus by CIMBARD	Business Executive	49	25	51%
	Wipro at Wardha	Trainee Software Programmer	30	18	60%
	TCS Placement in Apr.& May	Sales Trainee	36	08	22%
	Wipro in open Placement	Associate	03	01	33%
	Blue Dart campus	Marketing Executive	10	02	20%
	Oakland System Pvt. Ltd.	Operator	09	02	22.00%
2013-14	Easy Pack Ltd.	Operator Programming	69	03	4.35%
	Glocal Logistic Ltd.	Sales Executive	72	04	5.55%
	Infosys	Process Executive	115	16	13.91%
	TCS	Sales trainee	119	18	15.13%
	Wipro	Associate	99	17	17.17%
	Mahindra and Mahindra	Finance Executive	55	08	14.55%
	HDFC Bank Ltd.	Sales executive	21	05	24%
2012-13	IBM Global	Practitioner	39	01	2.56%
	TCS	Sales Trainee	41	01	2.43%
	L & T Ltd.	Accounts and Stores	26	05	20.00%
	Wockhart Hospital	Admin Executive	35	05	14.00%
2011-12	Vijaya Bank	Probationary Officer	160	18	11.25%
	IBM Global	Executive - Operations	44	02	4.54%
2010-11	IBM Global	Executive - Operations	127	10	7.87%
	Total			267	

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

The institution constitutes a Student Grievance Redressal Cell at the beginning of every session under the chairmanship of Principal. The activities of the cell are coordinated by a convener and members, comprising teachers and students.

The following are the functions of the cell:

- To provide a platform for students to air their grievances pertaining to college services/facilities, student support/welfare, internal/external assessment, indiscrimination on any ground, fines and penalties imposed, ragging or harassment of any kind etc.
- To redress the issues reported by students through proper inquiry and sort out the problems.
- To report ATR to Principal with regard to cases reported.

During the last four years, no grievance of serious nature has been reported except those of fines and internal assessment. The fines were imposed on students for non-completion of course work as per the university requirements. The fine was subsequently waived off after the course work was completed

Grievances regarding internal assessment are dealt with by concerned subject teachers and no official complaint has been ever lodged with the Cell.

For grievances against university assessment, there is a separate mechanism.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The institution has been having a Women's Cell for a long time to resolve the issues pertaining to female students and lady staff members.

From 2012-13, the Cell has been entrusted with the issues pertaining to gender sensitization and sexual harassment at the institutional level. The Cell has been constituted as per the guidelines following Supreme Court's directions in the Vishakha Judgment. The Cell is headed by a lady Professor-in-charge and has lady staff members along with representation from a local NGO and student community.

The following are the functions of the Cell:

- To act against any instance of sexual harassment in the college as reported by the girls or lady staff members as per the stipulated guidelines and procedures.
- To organize gender sensitization programmes to stem injustice against females.
- To give wide publicity through notices placards etc. about the various legal provisions against sexual harassment.
- To notify various helplines for reporting the cases of sexual harassment.

It is proudly reported that, no case of sexual harassment has been reported by either a student or a staff member until now.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

The College constitutes an Anti-Ragging/ Discipline Committee at the beginning of the session and has on it a representative from the local police.

The functions of the committee are as follows:

- To monitor the overall discipline on campus and watch for the incidents of ragging or harassment.
- To take action against any such reporting by adopting a specified procedure.
- To publicize various legal provisions against ragging and likely punishments.
- To conduct awareness programmes in collaboration with local GO's/NGO's for checking the menace of ragging.
- To ensure the on-line filing of UGC/ Aman Kachru Foundation's anti-ragging undertaking from students of First year.

It is proudly reported that no instances of ragging have been reported in the college or hostel.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The college has set up a special Students' Welfare Committee to guide students on various welfare schemes available to them subject to fulfilling the various terms and conditions. The following welfare schemes are available to students:

- GOI scholarships to students belonging to SC, ST, VJ/NT, OBC/ SBC categories.
- Free ships/concessions to economically backward students
- Students Aid Fund (University level): For uniforms, books, examination fees etc.

In addition to the above, students are also given financial assistance through Shiksha Mandal/Bajaj Merit-cum-means scholarships.

During the last two years, the following assistance has been given to the needy students:

2014-15: Rs. 20297/-

2013-14: Rs. 14705/-

Similarly, 2 students from MBA were given the scholarships of Rs. 31,000/- each in 2013-14 and 2014-15 respectively.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

The institution has a registered Alumni Association but since it has failed to live up to expectations with regard to institutional and academic development, the college on its own has set up a network of our former students who are placed in high positions in various areas and who are willing to contribute to the college in terms of internships, placements, curriculum design, guest lectures etc.

The network goes with the name of GS-SUN (Skill Up gradation Network) and at present has got over 30 local CA's, who are our alumni, as its members. Mr Jaydeep Shah, a CA and former Chairman of ICAI, is the Chairman of the Network. From this year, we are also adding our local alumni CS's and industrialists to this network.

The activities of the GS-SUN

- Enrollment of students for pre-internship grooming program
- Conduct of grooming course with the help of in-house faculty and guest lectures (alumni) as per the syllabus designed by the faculty and CA's.
- Deputation of students as interns at the offices of the members of the GS-SUN.
- Monitoring the progress of interns
- Conducting review meetings
- Organization of guest lectures
- Considering possible placement opportunities with the CA's/Network members

The following are some of the select alumni whom we have involved in the college activities during last four years:

Sr. No.	Alumni involved	Activity
1	Dr. Vinayak Deshpande, Ex-V-C. R.T.M. Nagpur University,	Guest lecture
2	C.A. Shri Jaydeep Shah, Former President, ICAI	Autonomy Syllabus
3	Shri Nilesh Sathe, Director, LIC Nomura	Resource Person
4	Shri Ramesh Chandak, CEO & MD, KEC International Ltd, Mumbai	Resource Person
5	Prof. Madhav Aney, Singapore University	Resource Person
6	Shri Prasad Shetty, President, R.S Group of Companies, Bangalore	Resource Person
7	Shri Manish Nuwal, Exe. Director, Solar Industries India Ltd.	Resource Person
8	Shri Arvind Iyer, MD, Premier Nutraceuticals Pvt. Ltd	Interaction
9	Shri M.V. Ankit Rao, Software Engineer, HCL Google Inc.	Guest Lecture
10	CA/CS Ms. Amrita Mundra, Assistant Manager, WCL	Guest Lecture
11	CA.Shri. T.S.Rawal	Resource Person
12	CA Shri. Ranjeet Dani,	Resource Person
13	Shri Kartik Kale, M.D Ketan Hyundai	Interaction
14	Dr.Ashutosh Kolte, Asst.Prof. University of Pune;	Resource person
15	C.A. Shri Sandeep Dhodapkar, Head, Financial Advisory, a'XYkno Capital Services Ltd. Nagpur	Interaction
16	C.A. Shri Ashish Badge, Rodi Dabir & Company, Nagpur	Interaction
17	C.A. Shri Muffadal Amin, Partner, MHKS, Nagpur	Interaction

We also have a mechanism of collecting feedback from our alumni on various parameters like syllabus, facilities etc. the feedback so collected is discussed with other stake holders and suggestions are implemented.

As per the management policy, we do not accept any donations from the alumni for infrastructure development.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlights the trends observed.

The following are the details of student progression in terms of higher education and employment.

Sr. No.	Student Progression	Batch 1 2014-15	Batch 2 2013-14	Batch 3 2012-13	Batch 4 2011-12	Batch 5 2010-11
1	UG to PG	101	95	97	66	37
2	PG to M.Phil.	-	-	-	-	-
3	PG to Ph.D.	-	01	-	-	-
4	Employed					
	1. Campus selection	154	71	12	20	10
	2. Other than campus recruitment	15	70	31	30	40
	3. As per verification requests by employers	16	11	08	19	05

TRENDS:

UG Students

It is seen that majority of our UG students prefer to go for PG courses of M.Com. or M.B.A. while some others pursue other career-oriented courses outside the campus. Very few go to jobs unless they are offered good positions or are forced to work because of family or other exigencies.

PG students

Majority of the PG students especially MBA's prefer jobs. Most M.Com. students prepare for NET/SET or other competitive examinations.

Not many students appear too keen on research unless they wish to go for lecturership but there again NET/SET is the first preference.

Now, since we are on our way to becoming a recognized research centre, we can motivate our PG students for Ph.D.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

The following are the programme-wise/batch-wise details of pass % (last five years):

Sr. No	Name of the Institute	Programme	2014-15	2013-14	2012-13	2011-12	2010-11
1	G. S. College, Nagpur	B.Com. (E)	74.32%	78.21%	77.30%	76.77%	62.84%
		B.Com (H)	63.38%	54.55%	57.75%	51.61%	45.33%

		B.Com (M)	60.00%	66.07%	72.50%	40.54%	66.67%
		B. Com. (CA)	77.78%	89.23%	80.26%	77.92%	82.00%
		B.B.A.	89.83%	100.00%	88.57%	77.64%	72.22%
		M. Com. (E)	86.36%	62.71%	44.23%	43.47%	50.00%
		M.Com (H)	62.07%	69.23%	14.00%	45.45%	36.84%
		M.Com (M)	86.49%	61.11%	32.26%	28.12%	30.36%
		M.B.A.	81.40%	83.72%	86.21%	92.00%	92.45%

Programme-wise performance of other Institutes in the city (last five years):

Name of the Programme: B. Com.

Sr. No.	Name of the Institute	Programme	2014-15	2013-14	2012-13	2011-12	2010-11
1	G.S. College	B.Com. (E/H/M)	65.91%	66.88%	55.49%	55.27%	50.00%
2	Hislop	B.Com.	67.59%	69.63%	58.69%	65.26%	58.69%
3	DNC	B.Com.	45.15%	59.25%	43.97%	42.09%	43.97%
4	Ambedkar	B.Com.	65.89%	77.00%	66.36%	67.81%	43.78%
5	LAD	B.Com.	59.76%	73.19%	69.65%	62.44%	61.24%
6	KN College	B.Com.	54.02%	55.88%	47.79%	59.77%	47.79%
7	Dharampeth	B.Com.	42.71%	59.85%	38.51%	42.86%	37.69%
8	AG College	B.Com.	47.22%	54.76%	41.67%	28.18%	30.25%
9	C P & Berar	B.Com	40.57%	59.78%	36.42%	35.17%	36.42%

Name of the Programme: B. Com. (CA)

Sr. No.	Name of the Institute	Programme	2014-15	2013-14	2012-13	2011-12	2010-11
1	GS	B.Com. (CA)	76.56%	89.23%	80.26%	77.92%	82.00%
2	Hislop		50.00%	58.00%	66.15%	73.79%	48.51%
3	DNC		36.11%	58.70%	53.49%	56.80%	79.78%
4	Ambedkar		55.34%	78.00%	69.57%	65.69%	83.92%
5	LAD		70.59%	63.63%	100%	65.55%	-
6	KN		78.26%	79.25%	65.96%	75.56%	68.60%
7	Dharampeth		65.38%	70.00%	57.89%	68.18%	72.41%
8	AG College		34.78%	58.73%	68.75%	50.85%	73.68%
9	C P & Berar		16.67%	47.62%	50.00%	51.43%	56.82%

Name of the Programme: B. B. A.

Sr. No.	Name of the Institute	Programme	2014-15	2013-14	2012-13	2011-12	2010-11
1	GS	B.B.A.	89.83%	100%	88.57%	77.64%	72.22%
2	Hislop		61.18%	86.06%	81.94%	68.42%	64.00%
3	DNC		70.00%	84.09%	78.18%	78.38%	59.49%
4	Ambedkar		82.14%	86.57%	86.05%	78.92%	81.28%
5	LAD		75.00%	67.44%	90.00%	82.69%	87.88%
6	KN		74.47%	84.81%	81.82%	74.67%	85.86%
7	Dharampeth		73.17%	83.87%	83.33%	82.76%	68.42%
8	AG		77.19%	90.00%	73.81%	65.38%	68.42%
9	C P & Berar		86.67%	37.50%	--	17.65%	52.00%

Name of the Programme: M.Com.

Sr. No.	Name of the Institute	Programme	2014-15	2013-14	2012-13	2011-12	2010-11
1	GS	M.Com.	76.35%	64.35%	30.16%	39.01%	39.06%
2	Hislop		79.10%	36.84%	43.18%	47.83%	58.06%

3	DNC		59.89%	26.67%	49.58%	41.18%	35.65%
4	Ambedkar		56.85%	34.55%	29.23%	14.81%	42.86%
5	LAD		68.06%	53.49%	67.24%	58.97%	55.56%
6	KN		69.23%	42.86%	40.00%	58.82%	43.48%
7	Dharampeth		49.30%	50.00%	37.50%	20.00%	14.29%
8	C P& Berar		47.06%	27.67%	20.47%	50%	40.00%

Name of the Programme: M B.A.

Sr. No.	Name of the Institute	Programme	2014-15	2013-14	2012-13	2011-12	2010-11
1	GS	M.B.A.	81.40%	83.72%	86.21%	92.00%	92.45%
2	DNC		78.57%	90.00%	86.00%	85.00%	90.00%
3	University DBM		85.71%	91.83%	93.02%	94.23%	94.23%
4	CP & Berar		75.00%	81.25%	93.55%	78.85%	80.43%

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

As per the current trends, most of our UG students opt for CA or CS or the PG courses of M. Com. or M.B.A. unless they want to go for actual employment or employment-oriented courses. To facilitate their progression to higher studies we take the following measures:

For those who want to join CA or CS, we have started the preparatory programmes of CA-CPT and CS-Foundation.

- For students' progression to M.B.A. we offer coaching for the entrance examinations of MH-CET and CMAT.
- M.Com. admissions are on Merit and there are no entrance tests.

In case of PG students, majority of them opt for employment or employment-oriented programmes. Very few opt for research.

For employment of both UG and PG students, we take the following measures:

- Career Guidance Cell Activities for grooming students for employment
- Internships for practical knowledge with placement opportunities
- MOU's with industry for placements
- Campus recruitment
- Career-oriented Courses
- NET/SET coaching
- Competitive Examination coaching

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

Owing to a variety of concessions offered by the university in the form of ATKT, provisional admission and reassessment, the risk of drop-out has been minimized. Even those students who cannot avail of ATKT or provisional admissions due to prevalent norms can rejoin the programme, after qualifying at some later stage.

So, in essence, students can drop out only in extreme situations like financial or family problems or repeated failures.

For those who are at the risk of dropping out because of financial reasons, the college helps them through Student Welfare Fund or SM scholarships.

In order to minimize the failure rate on academic front, the college has the following mechanism in place:

- Bridge Courses
- Remedial coaching
- Extra classes/ Individual coaching
- Readymade notes and study material
- Library facilities
- Workshops on how to face the university examinations
- Mentorship and counseling

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extra-curricular activities available to students. Provide details of participation and programme calendar.

The college offers to its students a wide range of games and sports, cultural and extra-curricular activities with all the facilities. Details are as follows:

Sports and Games:

The college has a full-fledged Sports Department and it provides facilities for both the outdoor and indoor games as follows:

Outdoor Games	Indoor Games
Cricket; Football; Hockey; Volleyball; Basketball; Ball Badminton; Handball; Archery; Kabaddi etc.	Table Tennis; Chess; Carrom; Badminton; Body-building; Gymnastics; Athletics; Yoga; Swimming etc.

The participation details of various games during the last four years are as follows:

Sr. No .	Game	Levels of participation	No of participating students			
			2014-15	2013-14	2012-13	2011-12
1.	Cricket	Inter- college	16	16	17	15
		Inter-University	1	1	1	-
		State/National	-	-	-	-
2.	Football	Inter- college	17	16	18	16
		Inter-University	-	1	-	-
		State/National	-	-	-	-
3.	Hockey	Inter- college	12	-	-	-
		Inter-University	-	-	-	-
		State/National	-	-	-	-
4.	Volleyball	Inter- college	20	10	7	25
		Inter-University	-	-	-	-

		State/National	-	-	-	-
5.	Basketball	Inter- college	9	9	9	9
		Inter-University	-	-	-	-
		State/National	-	-	-	-
6.	Ball Badminton	Inter- college	19	17	15	12
		Inter-University	2	2	-	-
		State/National	-	-	-	-
7.	Archery	Inter- college	8	8	1	1
		Inter-University	4	3	1	-
		State/National	1	-	-	-
8.	Table Tennis	Inter- college	3	-	8	7
		Inter-University	-	-	-	-
		State/National	-	-	-	-
9.	Chess	Inter- college	10	11	9	8
		Inter-University	-	-	-	-
		State/National	-	-	-	-
10.	Badminton	Inter- college	10	9	8	8
		Inter-University	-	-	-	-
		State/National	-	-	-	-
11.	Best Physique	Inter- college	1	-	-	-
		Inter-University	1	-	-	-
		State/National	-	-	-	-
12.	Fencing	Inter- college	-	1	-	-
		Inter-University	-	1	-	-
		State/National	-	-	-	-
13.	Yogasana	Inter- college	2	-	-	-
		Inter-University	1	-	-	-
		State/National	-	-	-	-
14.	Swimming	Inter- college	2	-	-	-
		Inter-University	-	-	-	-
		State/National	-	-	-	-
15.	Boxing	Inter- college	1	-	-	1
		Inter-University	-	-	-	-
		State/National	-	-	-	-
16.	Athletics	Inter-College	20	8	8	9
		Inter-University	-	-	-	-
		State/National	-	-	-	-
17.	Rope Mallakhambh	Inter-College	1	-	-	-
		Inter-University	1	-	-	-
		State/National	-	-	-	-
18.	Shooting	Inter-College	-	1	1	-
		Inter-University	-	-	-	-
		State/National	-	-	-	-
19.	Judo	Inter-College	-	1	1	-
		Inter-University	-	-	-	-
		State/National	-	-	-	-
20.	Base Ball	Inter-College	11	-	-	-
		Inter-University	-	-	-	-
		State/National	-	-	-	-
21.	Throwball	Inter-College	12	-	-	-

		Inter-University	-	-	-	-
		State/National	-	-	-	-
22.	Lawn Tennis	Inter-College	-	-	-	-
		Inter-University	-	-	-	-
		State/National	1	-	-	-
23.	Karate	Inter-College	-	-	-	-
		Inter-University	-	-	-	-
		State/National	1	1	-	-

Extra-curricular Activities:

The college conducts a host of co- and extra-curricular including extension activities and also encourages students to participate in extra-mural events.

The participation details of extension activities of NSS & ACE have already been covered in Criterion III. Suffice to say that over 250 students are constantly engaged in all sorts of extension activities round the year in a purposeful manner.

The following are the details of students' participation in debates, elocution, reviews, poster competition, essay writing, Quiz, 'Avishkar' and similar such competitions:

Sr. No.	Extracurricular Activities	Levels of participation	No of participating students			
			2014-15	2013-14	2012-13	2011-12
1	Debates	Intra- college	10	10	10	18
		Inter-college	28	15	24	06
		State/National	-	-	-	03
2	Elocution	Intra- college	21	44	18	28
		Inter-college	08	05	17	07
		State/National	01	2	2	3
3	Essay-writing	Intra- college	172	88	26	50
		Inter-college	23	36	17	1
		State/National	-	1	6	13
4	Quiz	Intra- college	165	175	120	100
		Inter-college	34	20	18	20
		State/National	-	-	-	-
5	G.K. Test	Intra- college	949	1056	971	944
		Inter-college	949	1056	971	944
		State/National	-	-	-	-
6	Gandhi Sanskar Pariksha	Intra- college	-	-	-	-
		Inter-college	222	129	-	-
		State/National	-	-	-	-
7	Book Reviews	Intra- college	16	30	28	28
		Inter-college	2	-	-	-
		State/National	-	-	-	-
8	Film Reviews	Intra- college	-	-	-	-
		Inter-college	2	-	-	-
		State/National	-	-	-	-
9	Poster Competition	Intra- college	40	22	16	-
		Inter-college	8	3	6	-
		State/National	-	-	-	-

10	Financial News Analysis	Intra- college	100	60	26	-
		Inter-college	-	-	-	-
		State/National	-	-	-	-
11	Avishkar (University Event)	Intra- college	60	-	-	-
		Inter-college	4	-	2	-
		State/National	1	-	-	-
12	Company Analysis	Intra-college	24	18	16	-
		Inter college	36	24	33	-
		State/National	4	-	-	-

Cultural Activities:

The college conducts various cultural activities and also encourages students to participate in the events organized by other colleges as follows:

The participation details of students in various events during the last four years are as follows:

Sr. No .	Cultural Activity	Levels of participation	No of participating students			
			2014-15	2013-14	2012-13	2011-12
1	Singing	Intra-college	28	29	27	29
		Inter-college	19	16	12	04
		State/National	01	-	03	01
2	Dancing	Intra-college	42	41	45	35
		Inter-college	05	04	01	-
		State/National	-	01	01	-
3	Drama	Intra-college	07	12	07	15
		Inter-college	01	12	02	01
		State/National	-	-	-	-
4	Traditional Attire	Intra- college	62	60	52	50
		Inter-college	-	11	-	-
		State/National	-	-	-	-
5	Flower Show	Intra-college	17	16	12	15
		Inter-college	-	-	02	-
		State/National	-	-	-	-
6	Mehendi	Intra-college	24	25	22	20
		Inter-college	04	04	-	-
		State/National	-	-	-	-
7	Rangoli	Intra-college	30	22	20	18
		Inter-college	04	04	-	-
		State/National	04	-	-	-

- **Deputation of students to workshop organized by GO's/NGO's**

The College also deputed its students to social/community service-oriented workshops organized by GO's and NGO's as detailed in Criterion III. Following are some of the major workshops attended by students:

Session	Date	Workshop theme	Organized by	Participating students
2014-15	15/09/2014 to 20/09/2014	Prabodhan Camp on Gandhi and social thoughts	Gandhi Vichar Parishad, Wardha	02
	March 2015	Non-addiction Workshop	Nagpur University & NASPA	12
2013-14	03/09/2013	Investor Education Workshop	NSS Department, RTM Nagpur University	150
	26/12/2013	Voters' Registration Awareness Programme	RTM Nagpur University	29
	27/03/2014 to 30/03/2014	Workshop on 'Social Entrepreneurship'	Gandhi Vichar Parishad, Wardha	02
	24/02/2014 to 26/02/2014	Life Skills Development & Career Counseling	Matru Seva Sangh, Bajaj Nagar, Nagpur	11
2012-13	07/09/2012	'Student Suicide'	RTM Nagpur University	30
2011-12	22/02/2012 to 23/02/2012	Workshop on 'Jiyo Aur Jine Do' (AIDS)	LAD College, Nagpur	06
	06/06/2011 to 07/06/2011	Workshop on 'Social Sensation'	Nayi Talim, Sevagram, Wardha	45
	24/09/2011	Workshop in 'National Peace and Ethical value in Education'	DNC College & RTM Nagpur University	20
	15/12/2012	Workshop on 'Tribal Development and Reality'	MLA Hostel, Nagpur	04
2010-11	14/12/2010 to 20/12/2010	Workshop on 'Gandhian Thoughts and Today's Youth' at Nayi Talim, Sevagram, Wardha	Yashwant Mahavidyalaya, Wardha	03

Programme Calendars:

All the departments and Committees/Cells prepare their activity schedules and submit them to the Academic and Activity Calendar Committee. The Committee prepares a comprehensive calendar for the entire college and also ensures that all the listed activities are reported. At the end of the session, all the committees/cells submit their activity report to the Calendar Committee. The typical college programme calendar is given in the annexure.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

The college's achievements in various co-curricular, extra-curricular and cultural activities during the last four years are as follows:

- Co-curricular Activities:**

Our students have always been excelling in co-curricular activities over the years and bringing in trophies and prizes.

The current session, too, has started on a promising note as our students have delivered some spectacular performances as follows:

2015-16 so far...

- Our students (Subbulaxmi Narayanan and Akshay Sharma) won the **FIRSTPRIZE/CASH PRIZE** of Rs.7500/- in Dr Dharmadhikari Memorial Debate Competition conducted by Rotary Club, West Nagpur.
- Our students (Divya Manihar, Shikha Chaturvedi, Arti Dubey, Prakash Thakre B.Com. E2) were selected for CIMA (Chartered Institute of Management Accountants, London) for the **CIMA Global Business Challenge** Competition at Mumbai. The students were paid airfare and were put up in JW Marriot, Mumbai.

2014-15:

- Ayushi Jain (B.Com.) secured **All India Ranking (18th) in CS-Foundation** Examination 2014.
- Our student Uma Chopalli, now placed with TCS at Bangalore through Career Guidance Cell, won the '**Best Employee Award**' for the year 2014.
- Our M.Com. students Kanchan Gupta and Manisha Dhore presented their research papers and models at '**Avishkar**' (Maharashtra State inter-university Research Festival) and won at the **District and University levels**. Rahul Yadav and Shubham Shukla of B.Com. II (H) were also selected at the District Level.
- Our students (Shubhangi Narekar and Karan Singh) got the **FIRST PRIZE** at the **University Level** in the **Gandhi Vichar Sanskar Pariksha**, Jalgaon (MS) while Shahana Anjum got the **Second Prize** at the District level.
- Ms Daksha Shrivastava (III E1) won the **FIRST PRIZE** in Essay Competition organized by Shrimati Binzani City College, Nagpur.
- B.Com. (CA) students won **FIRST PRIZE** at the State level PPT Competition at G.S. College, Wardha.
- Kshitij Halbe (B.B.A.) won **FIRST PRIZE** in GK test conducted by Shiksha Mandal, Wardha.
- Kshitij Halbe (B.B.A.) won **FIRST PRIZE** in 'Quiz Competition' in RTM Nagpur University's Cultural Festival 'Yuvarang'.
- B.Com. (CA) students won **SECOND PRIZE** at the State level Paper/Poster competition at VMV College, Nagpur.
- Gagandeep Kaur Channa/Subbulaxmi (I E2) won **SECOND PRIZE** in 'Advertising Review Competition, organized by Hislop College, Nagpur
- Sana Sayyad won **SECOND PRIZE** in Poster Competition at R. Kewalramani College, Nagpur
- Our girls won **SECOND PRIZE** at a PPT competition on 'Gender Sensitization' at Hislop College, Nagpur.

2013-14:

- Varsha Barlota, Ms. Bodhita Sen and Mr. Sagar Darra secured **All India**

Ranking in CS Foundation examination 2013 conducted by ICSI.

- Aniket Jadhao (B.B.A.) won **FIRST PRIZE** in Essay competition organized by Syndicate Bank, Nagpur.
- Rajan Sonkusare (M.B.A.) won the **FIRST PRIZE** in the Quiz Competition conducted by Shiksha Mandal, Wardha; in the same event Gaurav Inglae won the **SECOND PRIZE**.
- Sangita Yadav of B.Com I (E) won **SECOND PRIZE** in State Level Essay competition on 'Tobacco and Drug De-addiction' organized by NSS Department of R.T.M. Nagpur University

2012-13:

- Shewta Mishra won **SECOND PRIZE** in Kamalnayan Bajaj National Inter - University Elocution Competition at Wardha.
- Priya Daga (BCCA I) won **FIRST PRIZE** in National level seminar at Wardha.
- Pallavi Mishra (BCCA I) won **FIRST PRIZE** at National Seminar on “Impact of ICT on Indian Culture” organized at G.S.College, Wardha
- Puja Meshram (M.Com.) won **FIRST PRIZE** in the QUIZ Competition organized by Shiksha mandal, Wardha; in the same event, Rupak Diwakar and Yogesh Shende won **SECOND PRIZE**.
- Our students won **SECOND PRIZE** in ‘Management Move Revue Competition’ organized by K.D.K College, Nagpur
- Our students won **SECOND PRIZE** in ‘Brand Promotion’ Competition organized by J.D. College of Engineering, Nagpur

2011-12:

- BCCA III student M.V.Ankit Rao won **FIRST PRIZE** in inter-college State level paper presentation competition at Wardha.

• **Cultural Activities:**

Our students have also shown their talent in the cultural events organized by the college and outside organizations. Some of the noteworthy achievements over the years are as follows:

2014-15:

- Shefali Chaurasiya (B.Com. CA) won **SECOND PRIZE** in singing at the State level inter-university Cultural Event “Utakarsh (NSS) held at Pune.
- Ayushi Mishra won **SECOND PRIZE** in University level Singing Competition.

2012-13

- Anuja Ghadge (B.Com III.) won Inter-university Zonal, State and National Level Western solo and group singing competitions. She also represented the University in State level cultural competition at Pune and zonal level at Gwalior.
- Rohit Mishra (M.Com) won **FIRST PRIZE** in Indian Group Song Competition 'Yuvatarang' at Hyderabad.

- Rohit Mishra (M.Com.) won **SECOND PRIZE** in National Youth Festival, Kolkata in Indian Group song & Folk orchestra competition.
- Kunal Lakhota (B.Com. NG) won **SECOND PRIZE** at International Dance Competition, Indore.
- Antara Pedulwar of B.Com I (E) won **THIRD PRIZE** for Semi-classical dance in the International Drama/Dance Festival at Cuttack.

2011-12:

- Akshay Gadge (BCCA) won **SECOND PRIZE** in inter-university singing competition at Zonal level at Mumbai & **THIRD PRIZE** at Kolhapur.
- **Sports and Games:**

Our college has always enjoyed an excellent track record in sports and games from the beginning. However, owing to various factors including college's accentuated concentration on core academics, Sports had momentarily taken a back seat. But now we are back on track and have started winning the trophies as more and more of our students are getting selected in the University teams. Some of the salient performances over a period of last four years are as under:

2014-15:

- Vaibhav Dhakole represented India at School & College **International Karate Championship** organized by National Sports Council, Nepal Olympic Committee; won **Gold Medal**.
- College Ball Badminton team (Men) won the Inter-college **Ball Badminton Championship of RTM Nagpur University**.
- Akshay Deore won Bronze in National Rural Games and Rural Games Federation Cup at Delhi.
- Akshay Deore, Roshan Thakur, Mohini Rahangdale, Chetna Shriwas represented University in All India Inter-university Archery C'ship at Kurukshetra.
- Abhinay Kaikade represented University in All India Championship (Ball Badminton) at SRM Univ. Chennai, Tamil Nadu
- Vaishnavi Bangale represented University in All India Championship (Ball Badminton) at BS AR Univ. Chennai, Tamil Nadu
- Viraj Kadbe represented University in West Zone C'ship at Bhopal.
- Priti Pande represented University in All-India Rope Mallkhamb Championship at Gwalior.
- Rohit Madavi from B.Com. II (E3) selected in University's **Best Physique Team** and represented University in All-India inter-university Championship at Jalandhar.
- Deepali Sohikar represented University in All-India inter-university Yogasana Championship at Kurukshetra
- Tamanna U. Patel (B.Com. I (H) won **SILVER MEDAL** in RTM Nagpur University's Inter-collegiate Boxing Tournament

2013-14:

- Ball Badminton teams (men & women) won **University's Runners Up** trophy.

- Priyanka Waghmare and Vaishnavi Bangale represented University in All India Championship (Ball Badminton) at Kuppam, Tamil Nadu.
- Shahrukh Baig (B.Com.) represented RTM Nagpur University Football team in Central Zone Inter-university Championship at Gwalior.
- Damini Rambhad (M.B.A.) represented RTM Nagpur University in Fencing at All India Zone Inter-university competition at Patiala.
- Damini Rambhad (M.B.A.) won **Gold Medal** in RTM Nagpur University inter-college Fencing Championship.
- Atul Wankhede (BBA II) was selected in University Cricket team and represented the university team in Central Zone Inter-university competition at Warangal.
- Priyanka R. Pandey, Mohini Rahangdale, Akshay Deore got selected in RTM Nagpur University Archery Team and represented University at All-India Championship at Chandigarh.

2012-13:

- Akshay Deore (B.Com I) represented RTM Nagpur University in All India Inter-university Archery championship at Amritsar.
- Atul Wankhede (BBA) was selected in University Cricket team and participated in West Zone Inter-University Championship at Baroda.
- Neeraj Jaiswal (B.Com I) won **Bronze Medal** in open sight 10 meter Air Rifle Shooting Competition organized by Indira Gandhi Rifle Shooting Club, Nagpur.

NSS:

Our NSS Unit has been reaping rich harvest for some exemplary work in last few years. The achievements in detail have been incorporated in Criterion III. Here are some of the major achievements:

- Our NSS Unit bagged University's **Best NSS Unit, Best Programme Officer, Best Volunteers** (Male & Female) awards.
- Our Unit also bagged the **Best Traffic Awareness Programme Award** from the Police Department.
- Priyanka Pandey, an NSS volunteer, selected for **RD parade, New Delhi**, to represent Maharashtra in 2014-15.
- Kanchan Bihare and Mohanlal Vishwakarma, NSS students were selected for State level **RD parade at Mumbai** in 2014-15.
- Rajnikant Yadav received **Best State-level Volunteer Award of NSS at the state level NSS camp at Wardha** in 2010-11.
- **FIRST PRIZE** in Skit competition at state level NSS camp at Wardha.
- Santoshi Yadav selected for **National level NSS camp at Sikkim**.
- Braj Chaturvedi and Mr.Sarvesh Bhimte selected for **NSS Disaster Management Camp at Solapur**.
- Braj Chaturvedi selected for **NSS National level Adventure camp at Vishakhapatnam**.

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The college has already set up a Feedback Committee which regularly collects feedback from all stake holders on various parameters.

- **Feedback from graduates:**

Feedback from graduates/final year students is collected through exit questionnaires at the time of distribution of their admit cards. The feedback is sought on issues like teachers' quality, student support, facilities, syllabus, evaluation etc.

The Feedback Committee analyzes the feedback and submits it to Principal. The same is shared with the faculty in regular staff meetings.

We also regularly collect feedback from our past graduates when they visit the college for various reasons.

Necessary corrective measures are taken by the institute on the basis of feedback.

- **Feedback from Employers:**

Whenever our students are placed in any organization through campus recruitment or any other employment within our knowledge, we write to the employers and seek feedback through a structured questionnaire on issues like the student's quality, knowledge level, the course compatibility with the present job etc. Necessary steps are taken to implement suggestions received from the employers.

We do not take any formal feedback from prospective employers though their views on improving employability of our students are sought during their campus visits or our visits to industry. On the basis of their feedback, we have introduced some value-addition/career-oriented programmes in the college.

Past graduates from this institution are enrolled in the alumni association and one of them is nominated as a member in IQAC.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

Though a Commerce college, we give enough opportunities to our students to express their creative side as follows:

- ❖ **College Magazine**

- The college's annual magazine "*Rashtradhan*" has been published every year since 1948.
- A Magazine Committee/Editorial Board comprising teachers and students is constituted at the beginning of the session.
- Articles on current issues, economic issues along with pieces of creative writing in English, Hindi and Marathi are invited from students and select material is edited and published in the magazine.

- The college magazine also highlights the achievements of students along with the photographs of cultural, sports and extracurricular activities as well as the annual reports of committees.
- We have from last few years started a '*Rashtradhan* Cover Page Design' competition. Students submit their entries and the cover page is designed as per the ideas given by students.
- We have also instituted 'Best Original Writing' Prize.
- *Rashtradhan* is released in a special programme and distributed among all the students in the college.
- The college magazine '*Rashtradhan*' received the second prize of Rs. 4000/- in the Annual Inter-College Magazine Competition 2013-14 of RTM Nagpur University improving upon the consolation prize of Rs. 1000/- it received for the session 2012-2013.

❖ **Language Study Circle Activities:**

- The college has also set up a Language Study Circle which organizes creative writing workshops. The select pieces are published in the college magazines.
- The circle also organizes orientation talks by eminent litterateurs.
- There is also a 'Shabd' forum which encourages students for creative writing and publishes Wall Magazines from time to time.
- We also encourage our students to publish their work in newspapers/magazines.

❖ **Commerce Study Circle Activities:**

Commerce Study Circle, besides conducting subject specific activities, organizes Commerce Exhibition where charts/models prepared by students are displayed.

Select entries are also sent for University Research competition 'Avishkar.'

In 2014-15, all our entries were selected for District level presentations.

❖ **Library Activities:**

The library also organizes Book Review Competitions where students write book reviews and make their presentations every year.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

We constitute the **Students' Council** at the beginning of every session.

Constitution/Selection

The Principal is the Chairman of the Council which has the following members/representatives:

- Professor-in-Charge
- 3-4 faculty members
- Class Representatives (toppers in the previous examination from each class)

- Activity Representatives (One each from NSS, NCC, Sports/ Cultural Activity)
- Ladies Representative
- Out of the above, there should be minimum 2 Representatives of SC/ST/VJNT/OBC communities
- Students' Council Secretary (elected from among the class/activity/ladies representatives)

Activities of the Student Council

- Organization of all in-house extra-curricular activities as per the budget allocated
- Organization of Debate/Elocution/Essay/Quiz and other competitions
- Organization of 'Umang', an annual event

Funding for the Students Council

At the time of admission, a stipulated fee of Rs. 80/- is collected from the students and accordingly a budget for the session is prepared.

In case the expenditure exceeds the budget, our management bears the expenditure.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

The institution always encourages students' participation in its academic and, in select cases, administrative bodies as follows:

- Students' Council
- IQAC
- College Magazine Committee
- Discipline Committee
- Hostel Committee

The Class Representatives and the University Representative are involved in the conduct of all academic and extra-curricular activities in the college.

5.3.7. How does the institution network and collaborate with the Alumni and former faculty of the Institution.

We have already set up GS –SUN which is a network of alumni for internships.

Further we invite our illustrious alumni as Chief Guests/resource persons/guest faculty for the college events and plan their interaction sessions with students/staff.

We also regularly collect feedback from alumni.

Former faculty members are offered teaching and administrative responsibilities by the institute and management as well as nominated on the college committees.

They are also involved in designing new courses, revision of syllabi etc.

Any other relevant information regarding Student Support and Progression which the college would like to include.

- The college ensures that provisions contained in UGC (Promotion of Equity in

Higher Education Institutes) Regulations, 2012 are observed by teaching and non-teaching staff, students and other stakeholders in letter and spirit.

- All students' entitlements as per UGC guidelines are taken care of by the college.
- College has also has taken care of all UGC guidelines on safety of students on and off campuses of higher educational institutions.

Some Student Progression Highlights:

- In the latest development, Atharva Deshmukh (B.Com.) has completed **Linux Red Hat Certification Course**. The examination is conducted globally from 2002. Since then only 18 students from Maharashtra have cleared it. Atharva is the first from Vidarbha. He has also acquired three MS certificates in Professional, Virtualization and Cloud Computing. Atharva also owns a server in the US and performs mailing and web-hosting through it.
- Shoab Ali of B.Com. (CA), 2009 batch, passed UPSC's Central Labour Services Examination 2014 (4th Rank).
- Amrita Rathi of B.Com. (CA) 2008 batch cleared CA Final in Nov. 2010-11 and CS Final in 2014-15
- Our student Abhijeet Kokate won National Filmfare Award (Editing) in 2014.
- Over 267 students from UG and over 80 students from PG have been placed through campus interviews.
- In merit positions, we have left far behind the major commerce colleges in the city, including some NAAC accredited 'A' grade colleges and are consistently among the top five colleges, if not the top, in terms of results in all courses.

List of Select Prominent Alumni over the years:

Over a period of seven decades, the college has produced thousands of students who have risen to great prominence in all walks of life living up to the college motto of 'Industrious and Lion hearted men generate wealth'. Most of them have, of course retired and have faded into distant memory but not before leaving a great impact on society and nation.

The present generation at G.S.College has had the privilege of working with some of them as well as grooming most of them. Being a Commerce college, we have produced a great number of CA's and CS's. Nearly 50% of both in this part of the world are our alumni. So is the case with Professors: the first generation Commerce teachers in the Nagpur University had been our students if not from G.S. College, Wardha, our sister institute. Also dominating the list are lawyers, bankers, entrepreneurs, government servants, politicians and ministers and, nowadays, professionals in the industry.

The following is a representative list of some of our illustrious students:

- **Shri Nitin Gadkari** *Union Minister for Transport & Highways*
- **Shri Harish Salve** *Fmr. Solicitor General of India*
- **Shri Sunil Manohar** *Fmr. Advocate General of Maharashtra*
- **Shri. Udayan Sen** *CEO of Deloitte, India*
- **Shri Nilesh Sathe** *CEO and Director, LIC Nomura, Mumbai*
- **Shri Ramesh Chandak** *MD&CEO, KEC International Ltd., Mumbai*
- **Shri Ramdeo Agrawal** *Motilal Oswal Group, Mumbai*
- **Shri Avinash Pandey** *Member of parliament (RS)*
- **Shri Banawarilal Purohit** *Ex. Member of Parliament (LS)*
- **Shri Haribhau Naik** *Fmr. Minister, Govt. of Maharashtra*
- **Prin. S. D. Kalelkar** *Fmr. Attaché in Indian embassy in France*
- **Prin. M. R. Tokhi** *Fmr.Member, Consultation Committee; 3rd FYP*
- **Dr. M.A.Chansarkar** *Fmr. Vice-Chancellor, Nagpur University*
- **Dr. M.G.Bokre** *Fmr. Vice-Chancellor, Nagpur University*
- **Dr. M.T.Gabhe** *Fmr. Vice-Chancellor, Nagpur University*
- **Dr. Yoganand Kale** *Fmr. Pro-Vice-Chancellor, Nagpur University*
- **Dr. Vinayak Deshpande** *Fmr. Vice-Chancellor, RTM Nagpur University*
- **Shri Jaydeep Shah** *Fmr. President ICAI*
- **Shri Ashok Chandak** *Fmr. President ICAI*
- **Shri Manish Nuwal** *Director, Solar Industries Ltd., Nagpur*
- **Shri Prasad Shetty** *Chairman, RS Group of Companies, Bangalore*
- **Shri Manish Jaiswal** *Director, NECO Group, Nagpur*
- **Shri Jimmy Rana** *Dinshaw Ice-cream, Nagpur*
- **Shri Prabjot Tuli** *Tuli Group of Industries, Nagpur*
- **Shri Arvind Iyer** *Premier Neroceuticals, Mumbai*
- **Rajendra Agrawal** *Director, Haldiram Foods Pvt. Ltd.*
- **Shri Anand Parchure** *Leading High Court Lawyer, Nagpur*
- **Shri M. V. Ankit Rao** *HCL Google, Hyderabad*
- **Miss Amruta Mundra** *Asst. Manager (Finance), WCL Ltd., Nagpur*

And so many others ...

Student Support and Progression: Glimpses . . .



2nd Prize of RTM Nagpur University for Best Magazine – ‘Rashtradhan’



Inauguration of Students' Council



Body of Students' Council



Shri. KishorJaiswal (Senior Civil Judge)



Guest Lecture in Womens' Cell Programme



Training & Placement of Bajaj Allianz



Placement of Infosys by Career Guidance Cell



Workshop on Personality Development



Inauguration of Creative Workshop in Hindi



Programme on World Anti-Drug Day



Students attending 'Vivekananda Youth Week'



Ball-Badminton and Archery Camp



Clinic on "Weight Training"



Cultural Week of Students' Council



Indian Traditional Wear Competition

CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

G. S. College of Commerce & Economics, Nagpur, came into being in 1945 to serve the student community exclusively in the area of commerce/management education with a vision of producing a crop of competent professionals who would generate wealth for the nation as is reflected in our college logo “Udyoginam Purushsinham Urpeti Laxmi” (Industrious and Lion-hearted men generate wealth) and the college mission as follows:

Our Mission/Objectives

- To impart theoretical as well as professional instruction in different fields of commerce education.
- To provide all possible facilities to build up personality and character of students.
- To inculcate among students love for our country, national unity, and habit of social service.
- To make students conversant with current knowledge in the field of commerce and industry, and to create awareness about global scenario in the fields of trade, commerce and industry.
- To develop among students the capacity to be efficient managers, responsible businessmen and administrators.

Distinctive Characteristics of the institution:

Inspired by Gandhiji's call of 'Education of Indians by Indians' at the National Conference on *Nai Talim* at Wardha in 1937, Shiksha Mandal, which in fact hosted the conference, established the first commerce college in Nagpur University at Wardha in 1940 as an urgent societal need and soon followed it up by setting up G. S. College of Commerce & Economics at Nagpur, the first commerce college in the city, in 1945.

Gandhian philosophy, commitment to social and national causes, and fulfillment of students' aspirations for quality education at an affordable cost have shaped the ethos of both Shiksha Mandal, Wardha and the colleges run by it. Over the years, the commitments have only intensified and quality of education only increased much to the benefit of all our stakeholder community who have reposed faith in us and

patronized us through thick and thin to make us a brand name in commerce education in this part of the world.

The services rendered by Shiksha Mandal and its colleges to the students in particular and the society in general have been time and again acknowledged by a galaxy of visitors which include Gandhiji, Pt. Nehru, Mrs. Indira Gandhi, Sardar Patel, Netaji Subhash Chandra Bose, Khan Abdul Gafar Khan, Dr FA Ahmed, Dr Rajendra Prasad, Dr Radhakrishnan and a host of other great souls who have visited our institutes and encouraged us to work with a renewed zeal. Founded in 1914 by Seth Jamanalalji Bajaj, whom Gandhiji regarded his fifth son, and now led by Shri Rahul Bajaj, Chairman and MD of Bajaj Auto Ltd., Shiksha Mandal recently celebrated its centenary and received further praise for its significant contribution to the society from the Hon'ble President of India Shri Pranab Mukherjee, who graced the centenary celebrations along with the Chief Minister of Maharashtra, Shri Devendra Fadnis and the Union Minister Shri Nitin Gadkari, who is also our alumnus.

With such legacy, the institution feels itself duty-bound to faithfully and rigorously implement its agenda of achieving educational excellence through imparting quality education at affordable cost and as such has remained committed to some of the healthy traditions espoused by our founders as follows:

- Commitment to society for imparting education of highest standard without any discrimination of religion, caste or creed on the principles laid down by our founders and Gandhiji.
- Fully transparent and fair policies of admissions, assessment, appointments etc.
- Value-based education with strict adherence to principles of ethics and morality in administrative and academic systems.
- Special student support to the under-privileged and the disadvantaged so that whosoever wants education should not be deprived for want of funds or facilities.

The combination of educational excellence, value-based education, societal outlook and fair practices have lent to the institution a very distinctive character owing to which we still remain the most preferred destination for commerce education in Central India as can be seen from our admission profile.

Future Plans:

On the occasion of its centenary, Shiksha Mandal has set for itself a new agenda and given a clarion call to all its colleges to achieve the following:

- 100% quality intake
- 100% results with 100% first divisions
- 100% placements
- Generations of students with strong character base and ethical values

All our future plans are in consonance with these new targets.

We propose to build upon the trust of our patrons and stakeholders by adding some new dimensions to our college profile for achievement of our goals through:

- Autonomy
- Starting more commerce/management courses for the vertical and horizontal mobility of students
- Providing more learning resources including e-resources and create more infrastructure and facilities
- Using the latest T/L methodologies/technologies
- Offering more add-on/value addition courses for better employability
- Further enlarging of the Career Guidance and Placement Network
- Strengthening of linkages with industry for internships/placements
- Increasing the range of co-and extra-curricular activities
- Becoming an acknowledged Centre for Excellence, Research and Consultancy Centre and an Institution of National Importance for Commerce and Management education.

6.1.2. What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

As asserted earlier, the college and its management are committed to achieving educational excellence through imparting quality and value-based education. Accordingly all policies and plans are drawn by the Management, Principal and faculty members in keeping with this avowed stance.

Generally, policy formation begins at the college level where Principal and faculty members plan and design appropriate strategies for achieving the institutional goals as per the actual needs of staff/students and the feedback received from the stakeholders. All qualitative measures are discussed and approved in the statutory bodies of IQAC, Staff Council and Local Managing Committee meetings.

Accordingly, proposals and budgets are prepared by the concerned committees/conveners and submitted to Principal and Management for final approval. Our Management itself is very pro-active in quality matters and has set up at its HQ's a QAC. The various benchmarks for results, teachers' performance etc. are set by the management and reviewed annually.

All policies prescribed by the management are faithfully implemented.

6.1.3 What is the involvement of the leadership in ensuring?

- the policy statements and action plans for fulfillment of the stated mission
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis ,research inputs and consultations with the stakeholders

- **Reinforcing the culture of excellence**
- **Champion organizational change**

Our leadership comprises the management, Principal, HOD's, all conveners and coordinators. Since all teachers have been made conveners/coordinators of cells/units/committees, we have in essence a collective leadership, where all are involved in a decision-making process as could be seen by the following:

- **The policy statements and action plans for fulfillment of the stated mission**

All college policies and action plans are directed towards the fulfillment of the college mission and objectives. The plans/strategies are made on the basis of the feedback collected from the stakeholders and actual needs of the institute. All the plans and policies are thus subject to revision.

Our management issues periodic circulars/newsletters where all new policies/expectations are documented. Some of the recent policy statements have been about:

- All our colleges should be 'A' grade colleges
- Bench marking of results
- Teachers should write text-books for the subjects/mediums where text-books are not available
- Teachers should engage themselves in fruitful research
- Teachers should adopt latest T/L methods and use ICT in classrooms
- All teachers should transact minimum 40% syllabus through PPT form
- All colleges should start value-addition courses for enhancing students' employability.
- Students should be exposed to industry/corporate atmosphere

- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

All key policies/decisions are finalized in the LMC meetings at the college level and in Shiksha Mandal AGM's at the management level.

After the policies are approved by the management, comprehensive action plans are prepared for implementation at the institutional level.

All such new policies are notified through SM circulars/newsletters and are incorporated in the institutional strategic plan through college council resolutions.

At the institutional level, the Principal forms appropriate committees/cells and delegates work to them for systematic execution of action plans. The committees headed by the conveners/coordinators prepare their own plan of work/activity calendar to achieve the given targets.

The planned activities are incorporated in the college calendar and prospectus.

Principal, being the chairman of all committees/cells, monitors the actual implementation of policies and the execution of action plans. He takes a periodic review of the progress made and submits his report to the management.

All the Principals of various colleges run by SM, have to make their college's presentation vis-a-vis admissions, results, college achievements, new courses, new plans etc. in SM AGM.

- **Interaction with stakeholders**

Since all policies are directed to benefit stakeholders, their involvement in the process of implementation is ensured through constant interactions. Regular feedback from students is taken by teachers regarding the implementation of new policies while parents' reactions are known in the P/T meets. The alumni are apprised with the new policies whenever they visit the campus for guest lectures or college programmes while employers' feedback is sought at the time of campus recruitment or through questionnaires.

Owing to our transparent policies, all faculty members, students, parents, alumni and recruiters all have open access to our management and its office bearers.

The SM office bearers also regularly visit the college and interact with students and teachers to take stock of the situation.

This has insured transparency in all operations run by the college and added a dimension of accountability to the staff.

- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**

As said earlier, all policies are framed on the basis of need and feedback and are finalized after proper consultation with all stakeholders.

The factors of feasibility, available organizational resources, number of beneficiaries etc. are also taken into account before framing a policy.

Some of the examples of new policies being framed on the basis of feedback received from stakeholders are:

- Growing Use of ICT-technology
- Starting of CA-CPT and CS-F courses
- Starting of BEC/EPC courses
- Starting of TCS' BPS, NSE's NCFM and MKCL's PFM courses
- Starting of GS-SUN grooming course
- Strengthening Career Guidance & Placement mechanism
- Starting new extra-curricular activities in the college

Owing to the involvement of all stakeholders in the above projects, all the projects are conducted successfully and yielding good results.

Owing to the active involvement of management in policy formation and planning, the college receives all the support, whether logistic or financial, from Shiksha Mandal for the implementation of all its plans.

- **Reinforcing the culture of excellence**

Achieving academic excellence has always been a driving force for our management and faculty and therefore our management/leadership ensures that this culture of excellence is a continuously reinforced for assured and better output in all activity areas through the following motivational measures:

- Instituting Gold Medals for meritorious students
- Offering Scholarship/financial assistance to needy meritorious students
- Cash Prizes/books for meritorious students
- Setting up Research Fund for teachers
- Arranging visits of teachers to places of Higher Education
- Making available journals/books to college teachers/college library
- Laptops/free internet to teachers
- Upgrading infrastructure: In order to meet the infrastructural demands for various activities in the college, SM helps out all its colleges through the management funds. Be it buildings or furniture, equipment or facilities or any other resources, it always settles for the best, much to the benefit of students and teachers.
- Financial support for industrial visits
- Contribution for organizing workshops/seminars etc.
- Introducing special activities like GK test (run for all the colleges of SM on a given date in a uniform pattern), Quiz, SM sports (Inter-college students' and teachers' sports) Kamalnayan Bajaj All-India Inter-university elocution competition, feedback on teachers
- Inviting Principals in SM AGM's as special invitees and involving them in policy-making
- Felicitating performing teachers at SM events
- Offering key leadership positions to performing teachers at the organizational level irrespective of their seniority or lack of it.

- **Champion organizational change**

Our management and leadership believes in the importance of organizational changes whenever required or overdue.

In the latest changes, Shri Sanjay Bhargava has been made the Chairman while the earlier Chairman Shri Bharat Mahodaya has been made the Vice President. Such changes do take place after every 3 years.

At the college level, whereas all teachers are given organizational responsibilities as committee conveners/coordinators, they are also required to handle new committees after every 2/3 years.

In order to equip teachers with multiple experiences, we have decided in principle that

- Each teacher will organize at least one UGC sponsored conference and be its organizing secretary
- A new teacher will organize GS-COMNEXT every year
- The same arrangement is in place for IQAC coordinators and cell in-charges.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The policies and plans of the college can be divided into three broad categories as under:

Academic policies:

These involve policies and plans regarding starting new courses, intake (admissions), planning and conduct of an academic session, completion of coursework within stipulated time, assessment and evaluation, Research work etc.

Qualitative Policies:

These involve all the policies which are directed at quality improvement in all the activities including improvement in students' performance in college and university examinations, introduction of advanced T/L methods, creating more learning resources and infrastructure, implementation of NAAC's agenda of quality in higher education, teacher training, organization of workshops/seminars/conferences, collecting feedback from various stakeholders etc.

At the Management level the policies are framed in Quality Assurance Cell while at the college level, IQAC is entrusted with the same.

Administrative Policies:

These involve policies and plans for administrative effectiveness and reforms and include staff recruitment, staff training, office automation/use of ICT, purchases and maintenance, student service and support, staff welfare schemes etc.

For the implementation, monitoring and evaluation of the policies and plans, the institution has adopted the following procedures:

- Setting-up dedicated committees/appointment of conveners/coordinators for the execution of given policies or plans
- Preparation of detailed action plans for intended achievements of objectives, proposals, budgets for activities, time frame etc. by the conveners/committees
- Approval to the proposals by Principal/ LMC/ Management
- Implementation of policies/plans by respective committees
- Periodic review of work in College Council/LMC/IQAC meetings
- Submission of ATR's/annual reports by all committees to Principal/Management
- Presentation of progress reports in statutory committees like College Council, IQAC, LMC, AGM.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The culture of academic excellence at Shiksha Mandal emanates from its leadership. Our esteemed President Shri Rahul Bajaj, Chairman and MD of the Bajaj Auto Ltd. is

himself a Harvard graduate, while our Chairman Shri Sanjay Bhargava is an alumnus of IIM Bangalore. Further, reputed entrepreneurs and academicians are members of SM.

Shiksha Mandal, it needs to be added, is a Bajaj Educational Trust and is managed in an absolute professional manner with our Chairmam Shri Sanjay Bhargava acting as its Chief Executive.

With such professionals at the helms, the faculty and staff of our college as well as other SM run institutes are thus never short of guidance and inspiration in all academic or organizational affairs.

Our top leadership encourages all its teachers to ingrain highest leadership qualities and provides them an atmosphere and opportunities of team-building, decision-making and execution of plans as follows:

- All Principals are involved in the decision-making process before finalization of academic policies at the SM level through periodic meetings.
- All principals have to make annual presentations at the SM AGM.
- Principals/Teachers of independent colleges are entrusted with specific roles as conveners/members for the conduct of SM activities.
- Expertise available in any college is shared with other colleges; for example setting up language labs; conducting BEC
- Teachers have been given the responsibility of drafting syllabi of proposed courses ahead of anticipated institutional autonomy
- Teachers of regular courses are made course co-ordinators /HOD's of newly introduced courses and are given full autonomy for the conduct of the course/s.
- Teachers are given to understand that they have to plan programmes where not only the students of their own colleges but also students from other SM colleges could be benefitted.
- It is given to understand to all teachers and staff members that they have to raise themselves above the employee tag and try to be workers for the general collective good of SM and its students.
- Teachers are made organizing secretaries for national or other conferences in the college by turn.
- Teachers are encouraged to work on Minor or Major Research Projects and given full freedom.

6.1.6 How does the college groom leadership at various levels?

Since developing “among students the capacity to be efficient managers, responsible businessmen and administrators” is one of the college’s objectives, the college puts premium on developing leadership qualities among both the staff and students through the following measures:

At the staff level:

- Appointment of teachers as HOD's/Course coordinators/conveners of various committees/ Cells/Activities and allowing them freedom of operation

- Each teacher is made a convener/coordinator of at least one committee/activity
- Assigning to teachers various administrative responsibilities
- Encouraging them to take up research projects as principal investigators
- Encouraging them to organize workshops/seminars/conferences
- Encouraging them to attend conferences as resource persons/or go out as guest faculty
- Submission of annual reports by all conveners
- Presentations by conveners on their achievements/activities

At Students' level:

- Appointing students as CR's/UR's
- Inducting students in various academic and administrative committees
- Making students activity/group leaders and assigning them organizational responsibilities
- Assigning students the responsibility of organizing industrial visits and submitting reports, conducting and compering Students Council and other programmes
- By appointing students as team captains in sports
- Through NCC/NSS activities
- By appointing students as Prefects in hostel
- Involving students in research projects

Grooming Leaders: A Shiksha Mandal perspective

Shiksha Mandal nurtures leadership qualities at all levels.

All Principals, for example, are advised to groom their teachers for taking up administrative responsibilities so that some day they can be appointed as principals or HOD's in any of the SM run colleges or made part of management after retirement.

All conveners/HODs are advised to groom their deputies/committee members so that they can take over the committee work as and when required to avoid vacuum resulting out of retirements or transfers or any other exigency.

If there is any leadership crisis in any SM run institution, services of teachers from other institution are obtained on ad-hoc or transfer basis to fill the vacuum.

In case of students, seniors groom the juniors in a natural progression in a very healthy and sporting atmosphere.

Creating leaders has now become one of our USP's as can be seen by our alumni profiles, where nearly 70% of our teachers have become Principals in other colleges in the city, not to mention five Vice-Chancellors/ Pro Vice-Chancellors.

Even our students have done remarkably well in diverse areas, exhibiting leadership qualities of high caliber in politics, industry or in corporate. Our students have risen to become ministers, MPs, MLAs, as well as the professionals of the top drawer.

They pay testimony to the leadership grooming in the institution.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

As said earlier, the college believes in creating leaders who can be groomed by proper delegation of duties, operational autonomy and decentralization of governance.

Towards decentralization, the college has created a mechanism of departments, committees/cells/activity units for different sets of functions and duties and appointed HOD's/conveners/coordinators etc. to streamline the work.

Technically, since we are a single faculty college, we have only one department i.e. Department of Commerce; accordingly, all commerce appointments are made under this department only. As per university's guidelines, however, we have to create 5 departments of Commerce, Business Management, Accountancy & Statistics, Economics, and Languages, and appoint 5 teachers as HOD's for their nomination on the BOS electoral rolls.

Since we are applying for autonomy, and have to conduct new courses, we have added Department of Information & Communication Technology to the above list.

For the actual internal educational administration, however, we have created the following course-wise departments:

Department of M.Com. (All mediums)
Department of B.Com. (English Medium)
Department of B.Com. (Hindi Medium)
Department of B.Com. (Marathi Medium)
Department of B.Com. (NG)
Department of B. Com. (CA)
Department of B.B.A.
Department of M.B.A.

All above courses are coordinated by the coordinators who are given specific responsibilities as follows:

- To work as admission coordinators
- To plan the transaction of syllabi of subjects within their respective departments
- To monitor progress of teaching and related academic activities through periodic assessment of academic diaries
- To form strategies for the maximum curricular output
- To plan and execute internal assessment schedules and ensure timely dispatch of internal marks to the university
- To supervise the submission of enrolment, scholarship, examination, and other forms to respective authorities
- To plan intra-departmental co- and extra-curricular activities
- To submit reviews/appraisals of teachers' performance to Principal
- To coordinate campus recruitment programmes
- Any other duties as assigned by Principal/Management

For the smooth discharge of the above duties, the coordinators are given full freedom and autonomy but due checks are exerted by Principal and the Management when it comes to policy matters.

For the conduct of all add-on/value addition courses also separate course coordinators are appointed with full operative freedom for the smooth conduct of courses. Their duties include:

- To enroll students for respective courses
- To prepare teaching/assessment schedules and appoint faculty
- To organize guest lectures/industry visits and any such programmes required by the course
- To carry out all administrative functions
- To conduct final examinations, prepare results and distribute certificates
- To coordinate campus recruitment programmes
- Any other duties as assigned by Principal/management

The system of decentralized governance is also practiced in the functioning of other units, committees, cells, and activities constituted for the conduct of both curricular and extra-curricular activities. The various conveners and coordinators are given full operational freedom for planning and execution of their assigned activities.

Since the targets to be achieved are already decided and accountability is also fixed for all coordinators/conveners, all delegated work is carried out on expected lines with little interference from Principal and Management.

The following is the chart of the various course-departments/Units/ cells/ committees/Study Circles etc. in the college:

Course/ Departments	Cells	Committees	Units/Societies/ Circles
M.Com. (All mediums)	IQAC	Students' Council	NSS
B.Com. (English Med.)	Grievance Redressal	Admission Committee	ACE
B.Com. (Hindi Medium)	Gender Sensitization/ Sexual Harassment	Examination Committee	NCC
B.Com. (Marathi Med.)	Anti-ragging/Discipline	College Magazine Committee	Sports
B.Com. (NG)	Research Cell	Library Committee	Commerce Study Circle
B. Com. (CA)	UGC Cell/ Career Guidance/ Placement Cell	Purchases/ Maintenance Committee	Language Study Circle
B.B.A.	Competitive Examination Cell	Classroom Seminar/ Innovative T/L Committee	Shabd Forum
M.B.A.	NET/SET Guidance Cell	Students Welfare/ Counselling Committee	GS- Film Society
CA-CPT/CS-F	SQA Cell/Remedial Coaching	PT/ Feedback /alumni networking Committee	GS-Eco Club
BPS/ NCFM/ PFM	Non-teaching staff Training Cell	Academic Audit Committee	Special days Celebrations
Computerized Accounting/BCS		Student Mentorship	SM Programmes Committee

GS-SUN/ grooming Course		Student Support & Progression Committee	Industrial linkage Committee
BEC/EPC/CBC		Campus Beautification	
CCHC		Academic calendar	
		Public Relations/Press	

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

The college has always promoted a culture of participative management and all key stakeholders viz. students, parents, alumni, teachers, Principal and management are involved in the college management in various capacities.

As said earlier, our Management encourages all staff members to raise themselves above the status of employees and consider themselves as part of the management. For the facilitation and promotion of participative management, the college has the following systems in place:

Management Level:

- All principals of SM run colleges are involved in management processes of problem analysis, solutions, implementation, decision-making etc.
- Retired teachers, alumni of SM colleges are made SM members.
- Principals/teachers/staff of SM colleges are involved in the management of all SM sponsored activities like KB competition, SM GK and Quiz Competition, SM Sports etc.
- SM also involves students in its decision-making process and forms policies on the basis of feedback collected from students of different colleges.

Teachers/staff Level:

- **Three** teachers’ representatives and **one** representative of the non-teaching staff are elected to the statutory Local Managing Committee (LMC), which is the highest statutory body at the college level for academic, administrative and financial decision-making.
- Principal is the ex-officio secretary of the LMC which is chaired by the Chairman of the Management.
- Principal is the Chairman of the College Council where all teachers are the members and decisions regarding all college related issues are taken in a democratic manner for smooth management of the institution
- All Conveners/Coordinators/HOD’s/teachers are involved in process of problem analysis, decision-making and implementation
- Suggestions from the non-teaching staff are taken for administrative policies, decisions and reforms.
- Teachers and non-teaching staff are also members of the IQAC, which discusses and takes decision on the quality related issues.
- Teachers and staff members are also made the members of such administrative committees as Purchase/Maintenance, Hostel Advisory Committee.
- Each College Council Committee has got a non-teaching staff representation.

Students:

- Students are made members of statutory committees like IQAC, Students' Council, Hostel Advisory Committee, Discipline/Anti-ragging, Sexual Harassment committee etc.
- Students are also involved in decision-making process through their feedback on college courses, facilities, teacher quality and other such issues.

Other stake-holders

Other stakeholders are also involved in the decision making process as follows:

Parents: Through feedback on courses, facilities, assessment

Alumni: Alumni are made the members of college committees, and feedback On new courses, facilities is collected from them for new policies

Employers: Feedback is solicited from employers on student quality, course contents And introduction of new courses

6.2 Strategy Development and Deployment

6.2.1. Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Our prospectus states Shiksha Mandal's formal quality policy as “**providing quality education steeped in nationalistic ethos and human values at an affordable cost**”.

The policy has its roots in history of Shiksha Mandal which was associated with the freedom struggle and has gained strength from Gandhiji's desire for value-based education.

Recently, we have appended our policy statement with “affordable cost” as education is getting more and more commercialized and therefore getting out of the reach of the poor and we are still intent on providing education by only charging the fees as prescribed by the university and authorities. We have even surrendered our management quota seats and all admissions are conducted on merit.

Thus, today, our quality policy can be crystallized as “**value-based quality education at affordable cost**” which is rigorously driven and pursued at both the management and college level through circulars, meetings and interactions among all stakeholders.

Deployment of Quality Policy:

In order to implement the quality policy, the institution has deployed the following systems and measures:

- **Qualitative intake/merit admissions:**

The implementation of quality agenda starts at admissions and we have decided upon the merit admission policy so that only the meritorious and quality-conscious students are admitted in the college. In order to ensure this the college has even surrendered its management quota seats and all admissions therein are conducted on merit too.

- **Charging only the prescribed fees:**

In order to make education affordable, we have decided upon the policy of not charging any fees other than the ones prescribed by the University/Authorities. Not only that, we also offer financial support to those students who cannot pay the basic minimum fees for admission.

- **Appointment of quality staff**

Quality teachers are the real executors of quality agenda and therefore we take utmost care in employing the right people with right qualifications. To ensure quality recruitment of faculty, we advertise in national newspapers/ UGC portal. During the last recruitment drive, we received applications from such far off places like Varanasi and Kolkata.

- **Providing quality infrastructure and facilities**

In order to implement the quality measures, there has to be quality infrastructure in the form of space, furniture, equipment, learning resources including e-resources, and A/V aids including ICT enabled T/L technologies/educational software etc. The college has taken care of the requirements to make the T/L and other co-curricular activities both innovative and productive.

- **IQAC as a nodal agency for quality-oriented measures**

The college has set up an IQAC as a nodal agency for suggesting qualitative measures since its first accreditation. The IQAC meets frequently and suggests from time to time the new programmes/activities to be conducted for quality enhancement. It is as per the recommendation of IQAC that we have started value-addition courses, introduced new co-curricular activities, boosted research culture etc.

We have also become a part of the ‘Indradhanu’ cluster scheme and share with other colleges of the cluster all qualitative schemes practiced by us.

Review of Quality Policies:

All policies are subject to review either mid-session or at the end of session in IQAC, LMC, Staff Council, Departmental meetings, and SM meetings.

In the above meeting, the review of existing programmes is taken and feasibility of new programmes is discussed. Similarly, new benchmarks for all programmes/activities are set.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

Our LMC has a statutory agenda of perspective plan for the college where plans for the next two years are discussed and approved.

The following aspects are considered in the perspective plan:

- Starting new UG/PG courses
- Starting new add-on/value-addition short term courses
- Infrastructure up-gradation

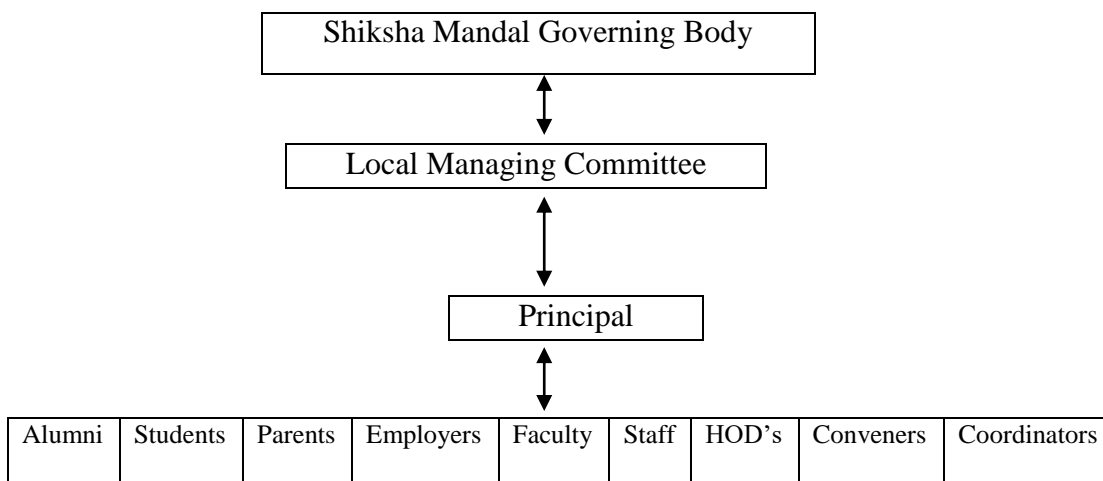
The following is the existing perspective plan of the institution:

- Institutional Autonomy

- CPE Status
- NAAC reaccreditation
- Introduction of some UGC-sponsored add-on courses in XII th Plan
- Introduction of UGC schemes like NET / Remedial Coaching, Entry into services
- Construction of Bajaj Bhavan
- Construction of Girls' Hostel
- Construction of Indoor Sports Complex/auditorium
- Purchase of educational equipment under Special Assistance scheme

6.2.3 Describe the internal organizational structure and decision making processes.

- At the management level, Shiksha Mandal Governing Body is the top decision-making body.
- At the college level, Principal is an administrative and academic head.
- There are HOD's/course coordinators for monitoring the transaction of syllabus.
- There are committees/cells/units headed by conveners/coordinators for the conduct of various curricular and extra-curricular committees.
- The Organizational and decision making structure in the institute is as follows:



Decision making process:

There is both upward and downward communication in the process of decision-making involving all participants in the process.

At the college level:

- HOD's/coordinators/conveners prepare proposals with full justification and budget, if any, on the basis of need/feedback or directives from the Government, University, and UGC etc. and submit the same to Principal for approval.
- Proposals are also moved in the College Council meetings.
- Principal puts up the proposals so received for approval in the LMC where appropriate decisions are taken.

- After the policies/decisions are approved by the LMC, the plans are implemented by the college and ATR's are submitted to the LMC/Management.

At the management level:

- Decisions pertaining to the college are taken at the management level by the SM executive on the basis of the need/feedback/or Government directives in consultation with all Principals.
- The decisions are communicated to Principal/s through official circulars.
- The SM decisions are circulated among the HOD's/Coordinators/conveners/ staff members/students to be implemented faithfully.
- ATR's/Progress Reports regarding implementation are sent to SM by Principal.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following: Teaching and Learning; Research and Development; Community engagement; Human resource management; Industry interaction

The following strategies have been formulated by the institute for quality improvement in various areas as follows:

Teaching and Learning

- Introduction of innovative T/L methods like ICT-enabled teaching, use of A/V aids, interactive teaching, independent learning, Students' Seminars, etc.
- Focus on research-centric activities like assignments, projects, case studies
- Organization of Guest Lectures on topics related to syllabus
- Introduction of complementary courses as value-addition to regular courses
- Organization of theme-based workshops for students
- Supply of study and reference material
- Increased number of class tests and unit tests
- Increased number of co-curricular activities
- Regular feedback from students on course content and quality of teaching
- Teacher-training and Faculty Development Programmes

Research & Development

- Setting up a dedicated Research Cell to initiate and monitor research activity
- Getting recognition as a Centre for Research and Higher Learning from University
- Making Ph. D. mandatory for every teacher
- Encouraging teachers to apply for Minor and Major research projects
- Providing seed money to teachers from SM corpus fund for research projects
- Encouraging teachers for publishing text-books, research papers etc.
- Fixing for teachers the target of minimum 3 research publications every year
- Deputing teachers to academic conferences and seminars for latest research trends
- Conducting Research Workshops for staff and students
- Involving students in the college research projects/surveys

- Introducing research-oriented competitions like best case study presentations, company analysis, book review, financial news analysis etc.
- Organizing study tour of students and faculty to research institutes.

Community engagement

- Adoption of a nearby village for concentrated community/extension work
- Organize residential camps in the adopted village and conduct community work in the areas of health & hygiene, water conservation, literacy, cleanliness, environment/plantation, self-employment, etc. through NSS, ACE and NCC.
- Organize awareness camps and rallies on Polio, Drugs, AIDS, literacy, Save Girl Child campaign, Corruption etc. in the city and nearby villages
- Align with the local GO's/NGO's for community work
- Conduct literacy workshops, computer training for the under-privileged
- Distribute books and uniforms to poor students

Human resource management

- Recruitment of the best available talent as teachers and staff members through stipulated and transparent selection processes
- Deputing teachers/staff members for FDP's/training programmes
- Conducting Training programmes/FDP's in the college
- To provide to teachers all research facility and financial assistance for research
- Confirmation/promotions of teachers/staff through due procedures
- Providing to staff necessary infrastructural support for ideal work atmosphere
- Appointment of teachers as HOD's/coordinators for grooming leadership
- Induction of ex-employees on the college/management bodies
- Providing the staff stipulated facilities of leave, medical reimbursement, group insurance, PF, EPF etc. as per the rules and regulations
- Sound self-appraisal and appraisal systems
- Punishments to erring staff members by following due procedures

Industry interaction

- Linkages/MOU's with industry for internships/placement/training
- Organization of industrial tours and field visits
- Inviting renowned entrepreneurs as resource persons to college events
- Taking feedback from the industry for introduction of new courses
- Campus recruitment programmes

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

As earlier said the college has kept open all communication channels which necessarily pass through the office and Principal.

As the head of the institution, Principal has to interact with various agencies like the State and District administration, UGC/AICTE, University and other agencies of

higher education like NAAC, and all the stakeholders of the institute including parents, alumni and employers. He also has to regularly interact with the local leadership, professionals, citizens, GO's and NGO's for one reason or the other.

As the head of institute, Principal has to collate the information/feedback received from various sources and use it for the betterment of the institution in consultation with the top management.

The information/feedback is shared with management and the stakeholders in the following ways:

- Forwarding to management very important letters from concerned authorities that require management's urgent attention viz. grants, sanction of posts and courses or subjects, RTI queries etc.
- Taking on record all the letters and placing the most important of them before the LMC along with the ATR
- Submitting annual reports to SMW ahead of the AGM
- Presentation by Principal in the SM AGM about admissions, results, activities, accreditation status, future plans, etc.
- Publication of annual reports of all committees in the college magazine the copies of which are sent to all stakeholders and management office bearers
- Feedback collected from students through various questionnaires is formally sent to management with remarks by the principal for possible policy formation
- Feedback received on social networking sites like FB is also considered
- Feedback collected from teachers/staff, collected both formally and informally, is shared with the management
- Feedback collected from parents, alumni and employers on pertinent issues is shared with management for future policies

All important information and feedback that need management's attention thus is made available to the top management for perusal and necessary action.

Based on the feedback and information received from Principal, the management forms appropriate strategies in consultation with the Principal/faculty which are communicated to various stakeholders as follows:

To teachers and students: through notices and circulars and meetings

To parents and alumni: Through P/T and alumni meets

To employers: at the time of campus recruitment

New decisions/policies are also put on the college website as well as incorporated in the college prospectus which is available to all stakeholders.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

Shiksha Mandal, Wardha, as has been said earlier, always considers all its employees as a part of a bigger Shiksha Mandal *pariwar* than merely the employees of individual colleges and as such expects all of them, irrespective of their rank or stature, to play

key roles in improving the effectiveness and efficiency of institutional processes as follows:

- Our Chairman visits the college once in a week and holds one-to-one/collective interactions with the Principal/HOD's/coordinators/teachers to discuss further improvements in the college systems.
- Principals/HOD's are invited to SM AGM's for policy formation/decision-making
- Relatively young teachers are given organizational/administrative responsibilities and given full support by the management.
- Each teacher is given some leadership duty as convener of some committee or coordinator of some activity irrespective of his seniority in the institution.
- To encourage research, SM has instituted a Research Corpus of Rs. 15 lac.
- Teachers with proven track record in one college are transferred to other SM college for bringing about desirable changes.
- Principal/teachers/staff of all SM colleges are involved in the conduct of SM programmes of KB elocution and SM sports.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The meetings of Local Management Committee (LMC) of the college for the session 2014– 2015 were held on 18/9/2014 and 31/3/2015 respectively. Some of the major resolutions passed by the LMC and their status of implementation are as follows:

Sr. No.	Resolutions	Implementation Status
1	<i>Confirmation of services of teachers after probation</i>	Done
2	<i>To apply to the UGC for CPE, Autonomy, and various other schemes</i>	Proposals sent to UGC
3	<i>To convert M.Com. Marathi medium section into English medium section</i>	Proposal sent to the government vide our letter dated 17-03-15
4	<i>To change the name of DMSR to Bajaj Institute of Management</i>	Applications sent to RTM Nagpur University and AICTE
5	<i>To implement recommendations of Lad-Pagey Samiti</i>	Implemented and Ms. K.M. Rase appointed w.e.f 02-03-2015
6	<i>To close PLA (Scholarships)</i>	Closed
7	<i>To approve promotion of a staff member</i>	Approved
8	<i>To get approval to CAS promotions of teachers</i>	Files to be sent to Shiksha Mandal
9	<i>Approval to capital expenditure for 2015-16</i>	Proposals to be sent to SM
10	<i>Implementation of NAAC suggestions</i>	Complied

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

As per the Maharashtra Universities Act of 1994, there is a provision of according the status of autonomy to an affiliated college.

The college has resolved to apply for institutional autonomy and the syllabi of proposed new courses are being drafted by the faculty members.

Application for autonomy will be made during the current session.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

For Students:

The college has set up a Grievance Redressal Cell to attend and resolve any problems or complaints faced by students. There are also suggestion/complaint boxes in office and library which are opened once in a month. The committee and principal resolve the complaints, if any.

For staff members:

There are various platforms available to the teaching and non-teaching staff for raising their grievances as follows:

- **Principal:**

Grievances of staff are usually about service matters like confirmation in services, or withheld increments, or promotions, denial of leave etc. All these and similar matters are redressed by Principal who is the competent authority to decide on such matters.

- **LMC:**

In case, the issue is not resolved at the Principal's level, the staff can raise the issues in AOB through their representatives in the LMC which is the highest statutory body in the college.

- **University's Grievance Redressal Cell:**

If the matter is not resolved at the college level, the employees can approach the University's Grievance Redressal Cell

- **University/ College Tribunal or Other Legal recourses:**

In the event of non-redressal of their grievances at any of the above levels, the employees can approach the University or College Tribunal or the High Court for the settlement of their grievances.

- **P/T /Alumni meets:**

For parents and alumni, the platforms of P/T meets and alumni meets are available for raising grievances. They can also write to Principal/management about their grievance

6.2.5 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

During the last four years, no cases have been filed against or by the college.

However, one of former employees has approached the High Court for his caste validity case where the college has been made a party.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

The college collects feedback from students in the following manner:

- Shiksha Mandal questionnaires for regular students on teacher quality, infrastructure and facilities
- College Questionnaires for all regular students (Class-wise/teacher-wise) on teacher quality, teaching methods etc.
- Exit Questionnaires from final year students on courses, progression, and facilities
- Library Questionnaires for all regular students on library services; suggestion box
- Suggestion Box for students on services rendered by the non-teaching staff
- Suggestion Boxes for Girls regarding their issues
- Questionnaires for parents seeking feedback on teachers, academics, facilities etc.
- Questionnaires for employers seeking feedback on student quality, students' performance as employees; also interactions at campus recruitment
- Personal interactions with all stakeholders

The college has set up a dedicated Feedback Committee which analyses all the collected feedback and prepares the summaries of the same to be submitted to Principal/management.

Appropriate actions/policies are planned on merit on the feedback/suggestions.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The college has always put premium on staff quality and provides to its faculty and staff members various opportunities for professional development as follows:

Teaching Staff:

- Deputing teachers to Orientation/ Refresher Courses organized by the ASC
- Deputing teachers to conferences/ workshops organized by the reputed institutes
- Sending teachers to reputed institutes of higher learning for studying their academic practices
- Conducting Faculty Development Programmes/workshops in the college
- Encouraging and supporting teachers for research (Ph.D./Minor-Major Research Projects/ Institutional Research etc.) and research publications in reputed national and international journals
- Encouraging and supporting teachers for writing text-books
- Making available all facilities/equipment/infrastructure etc.

Non-teaching staff:

- Training programmes/workshops for enhancing ICT skills, software usage, on-line submissions, stress management etc.
- Organization of guest lectures by renowned officers

- Deputation of staff to workshops on e-filing, e-governance etc. organized by GO's/Universities.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

As said earlier, the college is very conscious of the teacher quality. Since we insist on the qualitative transaction of syllabus, it is imperative that teachers should be equipped with all the tools of the trade. In order to ensure the maximum faculty empowerment, the college has set up a dedicated Faculty Empowerment Cell which plans and conducts various programmes for the benefit of teachers.

The institutional strategies for faculty empowerment are as follows:

- To provide to teachers all possible opportunities of empowerment in terms of acquiring additional qualifications, research degrees, skill enhancement etc.
- To make it mandatory for all teachers to have research qualifications
- To depute them to orientation/refresher courses/FDP's for updating knowledge
- To make it mandatory for teachers to have at least one MRP to their credit
- To send teachers to conferences only if their papers are accepted.
- To make it mandatory for each teacher to publish minimum three research papers in standard national/international research journals every year.
- To conduct a minimum week long Faculty Development Programmes every year
- To organize guest lectures of renowned academicians
- To send teachers to other institutes of repute for studying their best practices
- To make teachers accountable for transaction of syllabi through ICT tools.
- To make teachers accountable for the use of innovative teaching techniques like GD, Role play, class room seminars, case studies etc.
- To encourage teachers to be members of the professional bodies
- To link promotions to performance/results etc.
- To provide all facilities and infrastructural and financial support to teachers for the attainment of the above targets

Outcome:

Owing to the above strategies

- All teachers have converted their teaching material into digital form
- All teachers have prepared study material and distributed them among students
- Most teachers have obtained/registered for Ph.D.
- **02** Major RP's and **01** minor RP have been submitted
- Work is going on as many as **08** Minor RP's
- **01** institutional research project completed

- During last five years, **57** and **19** research papers have been published in national and international journals respectively.
- During last five years, teachers attended **136** national and **22** international seminars/conferences
- **158** papers have been published in conference proceedings
- **37** textbooks have been written; contributed 8 chapters in books
- All teachers are capable of using ICT/e-board
- Many teachers attended FDP's outside the college
- **05** FDP's have been organized by the college

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Teaching staff:

The college has evolved a comprehensive appraisal system for the evaluation of teachers as follows:

- UGC format for Self-appraisal (Now replaced by PBAS format)
- Govt. of Maharashtra format for self-appraisal and Confidential Reports w.e.f. 2012-13
- Shiksha Mandal format for self-appraisal and Confidential Reports

The above appraisal formats seek details regarding teacher's performance in academic / administrative / co-curricular / extra-curricular/ research/ extension/ professional development activities.

All self-appraisals are scrutinized by the IQAC and evaluated by Principal and are linked with confidential reports.

The final reviewing authority is Shiksha Mandal.

After evaluation by authorities, teachers and staff members are given appropriate grades.

The remarks are also shared with the concerned staff members.

Non-teaching staff:

For non-teaching staff, there are statutory appraisal formats which contain inputs by the employees and appraisal by the competent authority. For all employees, the Registrar is the authority while Principal is the reviewing authority. For Registrar, Principal is the assessing authority while Management is the reviewing authority.

Adverse remarks are shared with the concerned employees.

Since the institute has linked confirmations /placements with self-appraisals and CR's., the appraisal activity is done with full transparency and objectivity.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The remarks and the grades awarded to teachers and staff members are shared with the concerned staff member and his signature is obtained against the remark/grade. Principal discusses with the concerned staff member the areas where improvement in performance needs to be done.

Serious adverse remarks, if any, are communicated to the concerned staff in writing and the entry of the same is taken in his service record. For repeated offences, punishments are imposed after following due procedures.

If there is any obvious trend in the performance level of teachers, the matter is discussed with all teachers and also in the LMC and necessary policies are drawn.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The following welfare schemes are available to the teaching and non-teaching staff:

- Group Insurance Scheme
- Employees Provident Fund (EPF)
- Medical Reimbursement Scheme
- Employees Co-operative Credit Society
- Concession in fees to the wards of the staff members
- Employment on compassionate grounds
- Employment to a family member of employee of sweeper community after his retirement under Laad-Pagay Samiti Recommendations

During the last four years, the following employees have been benefitted by the above welfare scheme:

Sr. No.	Name of the welfare Scheme	No. of beneficiaries			
		2014-15	2013-14	2012-13	2011-12
1	Group Insurance Scheme	Nil	Nil	2	6
2	No. of Employees and EPF contribution by Management	17 Rs.1,29,454	43 Rs. 2,10,841	13 Rs.1,02,708	110 Rs. 5,36,284
3	Medical Reimbursement Scheme	01	Nil	3	Nil
4	Employees Co-op.Credit Society	54	50	48	57
5	Concession in fees to wards of staff members	Nil	Nil	Nil	Nil
6	Employment on compassionate grounds	Nil	Nil	Nil	Nil
7	Laad-Pagay Samiti	1	Nil	Nil	Nil

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Shiksha Mandal has always prided itself in providing an ethical, academics-focused and supportive work environment to its faculty and has created for itself a brand image of a purposeful organization where imparting education is regarded as a service to the nation rather than a mere vocation.

Owing to this image we have always attracted eminent scholars and academicians as faculty members. Some of our best practices in attracting and retaining good teachers are as follows:

- Advertisement of posts in the reputed regional and national newspapers.
- Posting the vacancies on the UGC website
- Recruitment through statutorily constituted selection committees
- Rigorous selection process involving teaching demonstration and personal interviews and selection of only the eligible and deserving candidates on merit.
- Appointments, approvals, salary and service conditions as per the existing norms of RTM Nagpur university, State Government, and the UGC.

Owing to our reputation of ethical practices and transparent recruitment mechanism, we attract applications from all corners of the country. In a recent recruitment process for commerce teachers, for instance, we received applications from places like Kolkata, Lucknow, Varanasi, Mumbai etc.

We also ensure that the faculty once appointed is retained subject to excellent performance in all areas. In order to ensure the retention of faculty the college takes care of the following:

- Confirmation in services subject to excellent performance.
- Extension of probation period in case a teacher is found wanting in certain areas.
- Giving promotions as and when they are due subject to conditions of eligibility and performance.
- Deputation of teachers as resource persons whenever invited by outside organization.
- Deputing teachers to other institutes for sharing best practices
- Giving key roles like HOD's, coordinators, member of selection committee etc. to good teachers.
- Providing all infrastructural and financial support, and work atmosphere that is conducive to development and growth of a teacher.
- Encouraging them for research, publications with seed money support
- Provision of Study /Sabbatical leave and Duty leave for academic endeavours
- Offering jobs to teachers after their superannuation from regular service.
- Involving them in college administration
- Offering them membership of Shiksha Mandal.

Owing to the supportive management, the college has always enjoyed a high faculty retention rate.

6.4 Financial Management and Resource Mobilization

6.4.1. What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The following financial resources are available to the institute:

(A) Grant-in-aid structure

- Salary and non-salary grants from the State Government
- Fees as prescribed by the Government and the University
- UGC assistance through development grants and merged schemes
- Miscellaneous receipts
- Advances/contribution from SM

(B) Self-financing structure

1. Fees as prescribed by the Government and the University
2. Miscellaneous receipts
3. Advances/contribution from SM

In order to ensure the effective and efficient use of available funds, the institution has the following mechanism in place:

- The college has opened accounts for various heads
- Principal is responsible for all financial matters in the institute.
- For all disbursements, except salary in grant-in-aid structure, the Chairman of Shiksha Mandal or his nominee is the co-signatory along with Principal.
- For all proposed expenditure, proposals are to be submitted to Principal/management and approvals for the same are required.
- For all capital expenditure exceeding Rs. 50,000/- at the institution level, approval from Shiksha Mandal is required.
- Any disbursement/payment above Rs. 2000/- is made by cheque.
- For all major work/purchases, quotations from competent agencies are invited. All expenditure at the institute level for purchases/maintenance is to be done from the non-salary grants and should not exceed the admissible limits. Inadmissible expenditure, if any, resulting out of the audit by the Joint Director, Higher Education, Nagpur is borne by Shiksha Mandal, Wardha and shown as contribution by the management.
- For all the expenditure incurred under UGC heads, utilization certificates are obtained from the auditors and submitted to the UGC for settlement of claims.
- The college has to submit quarterly/annual budgets to Shiksha Mandal for its proposed expenditure.
- The college has to apply to Shiksha Mandal for any financial assistance for the expenditure that cannot be otherwise met through regular grants.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The institution has both the internal and external audit mechanisms in place for both grant-in-aid and self-financing structures.

Grant-in-aid structure

For Grant-in-aid structure, **Internal Audit** is done twice a year by a team of Auditors appointed by SM.

The last internal audit for the session 2014-15 was done by our internal auditors and no objection was raised by them though there were some queries which were satisfactorily addressed.

External Audit: at **stage one**, is done by the Joint Director of Education, Higher Education, Nagpur for both salary and non-salary grants.

At **stage two**, the Senior Auditor audits the accounts and records his objections, if any, for compliance. At **stage three**, AG audits the accounts for settlement.

The last external audit by Joint Director on 1-12-2012 up to session 2010-11 in which following expenditure was disallowed:

- Pro-rata expenditure of about Rs. 1,50,000/- due to Junior college .
- Legal Fees of Rs. 16,996/-
- Excess (Over the limit) telephone charges of Rs. 20,937/-
- Excess(Over the limit) furniture expenditure of Rs. 1,10,722/-

The last audit by Senior Auditor was done on 16-12-2014 for the sessions 2008-09-to 2010-11 in which he disallowed pro-rata expenditure towards taxes, meeting expenditures etc. totalling Rs. 1,97,727/-

Self-financing Structure:

For Self-financing structure, Internal and External Audit is done twice a year by a team of Auditors appointed by Shiksha Mandal. During the sessions 2010-2015 no major audit objections were there. A few smaller queries were complied.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The following are the major sources of institutional receipt:

(A) Grant-in-aid structure

- Salary and non-salary grants from the State Government
- Fees as prescribed by the Government and the University
- UGC assistance through development grants and merged schemes
- Miscellaneous receipts
- Advances/contribution from SM

(B) Self-financing structure

- Fees as prescribed by the Government and the University
- Miscellaneous receipts
- Advances/contribution from SM

The institution has to manage itself with the funds available to it for all recurring and non-recurring expenditure.

There is never any deficit situation in case of salaries in grant-in-aid structure since all salaries are paid by the Government and credited in the employees' accounts as per the salary statements prepared by the college. The salaries of the self-financing courses are paid by the Management out of the fees received from students and if there is any deficit it is borne by the Management.

There is usually some deficit in case the non-salary grant which is limited to only 5% of the salary grants received in the previous year and have to be spent within the prescribed limits against fixed heads of maintenance, furniture and equipment which generally exceed the budget. Any expenditure over and above the prescribed limit is declared as inadmissible by the government auditors and the same is borne by the Management and shown as contribution to institute in the management books.

For capital expenditure for building construction (classrooms, hostels, renovation, toilets etc.) as well as the purchases of books, equipment and furniture, the college seeks financial assistance from the UGC through its plans, schemes and special grants. Assets are also created through the grants received from the UGC and other funding agencies for minor and major research projects.

Any expenditure over and above the UGC allocation for any given project is borne by the Management and is shown as contribution to the institution in management books.

Management also takes up construction work independent of any external funding. The entire no-grant building and the new MBA building have been built by the management through its own resources to meet the growing requirement of space for various courses.

6.4.4. Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The college is always alive to the growing and changing needs of students and strives for constant up-gradation of infrastructure, facilities and learning resources as per the demands of various courses and activities.

It is incumbent upon all responsible institutions to generate other sources of funding instead of solely relying on the revenue generated through the fees and the management funds. The college thus explores various other possibilities and options for generating other financial resources besides the government funds as follows:

- **UGC**

UGC remains the chief funding agency for all affiliated colleges under 2(f) and 12B for the purchase of books and equipment, construction and research.

We regularly avail UGC grants for general development, merged schemes, special assistance, organization of conferences, research projects, and construction/renovation.

Under the XIth Plan, we received the following assistance from the UGC:

UGC assistance in the XIth Plan:

Sr. No.	Scheme	Allocation	Received	Utilization	Remark
1	General Development	700000.00	350000.00	663892.00	UC submitted to UGC
2	Rejuvenation	1500000.00	750000.00	2347379.00	Surplus borne by management
3	Special Assistance	5000000.00	4134459.00	4426909.00	UC submitted to UGC
4	Career Guidance	580000.00	278000.00	308133.00	UC submitted to UGC
5	Toilets	155595.00	77797.00	97644.00	UC submitted to UGC

Under the XIIth Plan we have received/applied for the following grants from UGC:

UGC assistance in the XII th Plan:

Sr. No.	Scheme	Allocation	Received	Utilization	Remark
1	General Development	1100000.00	440000.00	400235.00	UC of first installment sent
2	Girls Hostel	Proposal for Rs. 97,32,292/- sent; approval awaited			
3	Indoor Complex	Proposal for Rs. 74,84,437/- sent; approval awaited			
4	Remedial coaching	Proposal for Rs. 13,37,500/- sent; approval awaited			
5	Entry into Services	Proposal for Rs. 27,80,000/- sent; approval awaited			
6	NET coaching	Proposal for Rs. 18,52,000/- sent; approval awaited			

- **MRP's**

We have also mobilized the research grants of over 20 lac through MRP's sponsored by various funding agencies like UGC/IIPA/ICSSR.

- **Conferences/Seminars**

We have also received grants from UGC/NAAC for organizing conferences/seminars.

- **UGC Schemes of CPE/B.Voc./DD KAUSHAL**

We have submitted proposals to the UGC for the above schemes. However, our efforts have not yet borne fruit.

- **RUSA**

We are also applying for various grants, mainly for infrastructure up-gradation, under newly launched RUSA scheme.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes. The college established Internal Quality Assurance Cell (IQAC) in 2003 after its first accreditation as prescribed by NAAC.

As per the NAAC guidelines, IQAC has to act as a nodal agency of the institution for all quality-related activities and function as a change agent in the institution.

The college has integrated its quality policy with NAAC's quality assurance policy and has entrusted the IQAC to implement the various quality measures/policies with the following set of functions:

- To develop systems for conscious and consistent qualitative improvement of academic and administrative performance of the institute to elevate it to the standards of institutes of national importance
- To set quality benchmarks/parameters for the various academic and administrative outputs in the institute
- To develop a competitive mechanisms/systems for the transaction of syllabus through the introduction of modern T/L methods, technology and infrastructure.
- To create conducive atmosphere for the conduct of all academic, research, co- and extra- curricular activities in the college
- To institutionalize a sound research culture in the college
- To suggest measures for qualitative student support and progression
- To institutionalize quality culture in the institute through the organization of seminars and workshops on the quality related issues for students and teachers
- To help the institutional decision-making process in terms of introduction of new courses, academic audit, innovative teaching-learning methods, PBAS and related issues concerning teachers and their academic output etc.
- To ensure implementation of the suggestions and recommendations by the NAAC Peer Team, UGC, State Government, parent University and Management.

Over a decade since its inception, our IQAC has not only succeeded in streamlining various systems for the conduct of curricular, co-curricular, extra-curricular and administrative activities but also inculcated a definite quality culture among all the stakeholders of the institutions which is reflected in the institution's recent performances in all curricular, co- and extra-curricular activities and contributed to an overall academic profile of the college.

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

Since the members of the management are also the members of IQAC, they are privy to all the decisions taken by the IQAC. Therefore all the decisions taken by the IQAC are implemented by the college.

Some of the major decisions of IQAC have been regarding

- Compliances of suggestions made by the previous Peer Team
- Introduction of innovative/add-on/value-addition courses
- Introduction of innovative/ICT-enabled teaching-learning methods
- Organization of conferences/seminars/FDP's
- Creation/up-gradation of facilities and infrastructure
- Introduction of more co-curricular activities

All of them have been implemented.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

At present the college's IQAC consists of the following members:

1. Dr N. Y. Khandait, Principal/Chairman
2. Shri Sanjay Bhargava, Chairman, SMW (Management)
3. Dr V. S. Bhagwat, Member, SMW (Management)
4. Shri Jaydeep Shah, Member (Alumnus/Local Society)
5. Shri Hemant Singhal, Member (Industry)
6. Dr. A.N.Sarda, Member (Teacher)
7. Prof. S.S.Kathalay, Member (Teacher)
8. Prof. G. Ramesh, Member (Teacher)
9. Dr.A.B.Patle, Member (Teacher)
10. Prof. V.D. Nagdive, Member (Teacher)
11. Prof.R.J. Arora, Member (Teacher)
12. Prof.M.V.Purohit, Member (Teacher)
13. Prof. P.J. Yadao, Member (Teacher)
14. Dr. O.Talib, Member (Teacher)
15. Shri A.T.Pohokar, Registrar/Superintendent, (Administrative Officer)
16. Shri A.S.Gadekar, Stenographer, (Administrative Officer)
17. Ms. Lata Sharma (UR, Student Representative)
18. Dr P. M. Paradkar, Coordinator

Out of the above, Shri Jaydeep Shah and Shri Singhal are the external members and through their presence in the IQAC, they have been instrumental in setting up the following systems in the college:

Shri Jaydeep Shah:

Shri Shah is our alumnus and a renowned CA in the region. He also was the Chairman of ICAI. He helped us set up a Skill Up-gradation Network called GS-SUN, which is a network of CA's who are our alumni as well and with whom we have effected an arrangement for internship for our students. Shri Shah also helped us in designing the

syllabus for pre-internship grooming course. The course is conducted for intern-students to groom them for corporate culture and to equip them with necessary skills required for working in any CA's office.

Shri Shah is also the Chairman of the GS-SUN Network and visits the college whenever we request him for guest lectures.

Shri Shah is also helping us in drafting the syllabi for our proposed autonomy.

Shri Hemant Singhal:

He comes from industry and thus offers us from time to time valuable guidance about networking with industry as well as constructive feedback about the needs of industry vis-à-vis the commerce students, the skills and values that students must possess in order to be better employable.

Shri Singhal also facilitates our visits to the industry.

d. How do students and alumni contribute to the effective functioning of IQAC?

The IQAC has both the alumni and students' representatives.

The alumni members contribute through sharing their views on the latest trends in the industry/employment market and suggest the things to equip our students with necessary skills and value-addition for better employability. They also offer valuable inputs redesigning of syllabi.

We have the Secretary of Students' Council on the IQAC as a students' representative and she contributes to IQAC by sharing the views of students on the college programmes, quality of teaching and other activities in the college as well as the new programmes that students wish to have.

We invite our illustrious alumni to the college programmes as guests and seek their views on a variety of issues like syllabus, employability, facilities etc. and incorporate in the college policies the relevant feedback. The following are some of our alumni who are contributing to the GS-SUN internship programme.

Sr. No.	Name of the Network Partner	Name of the Firm
1	CA Jaydeep Shah (<i>Chairman</i>)	Shah, Chari & Co., Tilaknagar, Nagpur
2	CA Satish Sarda	Sarda, Soni & Associates, Central Avenue, Nagpur
3	CA J.S.Uberoi	J.S.Uberoi & Co. Kamptee Road, Nagpur
4	CA Jayant Ranade	C.R.Sagdeo & Co Wardha Road, Nagpur
5	CA Anil Dani	A.S.Dani & Co Central Avenue, Nagpur
6	CA Abhijit Kelkar	Abhijit Kelkar & Co. Central Avenue, Nagpur
7	CA Makrand Joshi	Jodh Joshi And Co. West High Court Rd., Nagpur
8	CA P.C.Sarda	Gupta, Sarda & Bagdia Wardha Road, Nagpur
9	CA Swapnil Ghate	Ghate Deshpande & Co Wardha Road, Nagpur
10	CA C.N.Rathi	Gandhi, Rathi & Co. Central Avenue, Nagpur
11	CA Anil Parakh	V.K. Surana & Co Sadar, Nagpur
12	CA Rajesh Loya	Loya, Bagri & Co. West High Court, Nagpur

13	CA Rajesh Khanzode	Chandak, Khanzode & Shen, Wardha Rd., Nagpur
14	CA Avinash Joshi	P.G. Joshi & Co Wardha Road, Nagpur
15	CA T.S.Rawal	T.S.Rawal & Co Sadar, Nagpur
16	CA Narayan Demle	Demle Ramani & Co., Sadar Nagpur

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The college has a number of departments and units/cells. Collectively, they are represented by Principal, IQAC coordinator, representatives of teachers and administrative staff who represent them and their views in the IQAC meeting. IQAC communicates its decisions to one and all and also engages the staff members of different constituents in the following way:

- After the meeting, the notice is circulated by IQAC Cell among all the members of teaching and non-teaching staff in various departments/units.
- The IQAC decisions are also discussed in the staff meetings and LMC.
- Formation of committees/appointment of coordinators/assignment of work to staff members of various departments to execute IQAC recommendations
- Review of work done/ATR in subsequent IQAC meetings

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

The institution involves all its stakeholders in the quality assurance processes of formation of quality policies, execution of policies and review of policies after getting formal and informal feedback. The operationalization of the integrated framework is as follows:

- All the policies and expected goals are communicated to all departments and constituents so that there is uniformity in implementation and outcomes.
- Various committees headed by conveners/ coordinators are formed and accountability is fixed for the execution of work.
- Committees have representation of both the teaching and non-teaching staff as well as students in select committees.
- As the nodal agency for quality measures in the institute, IQAC has been linked to all the college departments and units and is entrusted with monitoring the progress of quality assurance programmes.
- IQAC coordinator is also entrusted with the responsibility of verifying the PBAS proposals which has given him the vantage position of monitoring the performance of all teachers covered under PBAS. His inputs are taken into account by Principal for CR's and other related issues like placements.
- All teachers are required to submit to IQAC copies of their research papers, certificates of participation in conferences, publications, achievements etc.
- All conveners are required to submit to IQAC their annual reports.
- IQAC also plans quality assurance programmes for the non-teaching staff as well.

- It is in this manner, all quality related activities are integrated and spread across all departments/units uniformly.

6.5.3. Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.

The institution involves all its staff members/or their representatives in the quality assurance programmes and therefore everybody is aware of all the quality assurance activities undertaken by the college or IQAC. The college also provides training to both teaching and non-teaching staff for the implementation of new activities. During the last four years, the following training programmes/workshops have been organized for the benefit of staff:

Teaching Staff:

Session	Name of the FDP	Duration	No of participants
2014-15	Faculty Seminar of Research Paper presentation; two Guest lectures of eminent resource persons	1 Month	60
2013-14	FDP on ‘E-Board: A Modern Teaching Aid’	2 weeks	64
2012-13	FDP on ‘Use of ICT in T&L Activities’	1 week	21
2011-12	Workshop on ‘Writing a Good research Paper’	2 weeks	50
2010-11	FDP on Computer Awareness	2 weeks	25

Non-teaching staff:

- Workshop on e-governance
- Training by RTM Nagpur University
- E-suvidha training
- E-scholarship training
- MKCL training

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

Since all the courses conducted by the college are subject to both internal and external evaluation there is no requirement of academic audit per se of the courses.

Still the college has set up an Academic Audit Committee which conducts the audit of results on the following lines:

- Course-wise results with break-up of grades and a comparative result analysis of last five years
- Subject-wise results and a comparative result analysis of last five years
- Teacher-wise results and a comparative result analysis of last five years

The committee also identifies the weak areas and suggests suitable corrective measures that the teachers need to take to improve the results.

Similarly, the college's admission committee also does a thorough profiling of admitted students in terms of course-wise/medium-wise Cut-offs, %-admission break-up, average class percentage and comparatives for five years for all heads etc.

All the above statistics are presented before the statutory bodies of College Council, LMC and SM AGM.

The academic performance of the teachers also is subjected to external review by Shiksha Mandal which reviews the academic diaries, PBAS formats and CR's of teachers.

Shiksha Mandal has also introduced a Peer Review System where a panel of experts appointed by SM visits the SM colleges and interacts with teachers.

In the past, SM also used to appoint outside experts to take stock of all academic and other provisions (Bakharu Committee).

SM also collects feedback from students through structured questionnaires on issues like teacher quality, facilities, syllabus content etc. and uses the same for applying corrective measures and formation of new strategies

The college's academic provisions are externally reviewed by the following agencies:

- The Government of Maharashtra through the Joint Director of Higher Education, Nagpur, vide proforma 'A to K'.
- Government of Maharashtra through the Director of Higher Education, Nagpur, through proforma #20.
- The RTM Nagpur University through LEC's before first affiliation of a course and for continuation of affiliation
- The RTM Nagpur University vide its circulars inviting information about college teachers, their publications etc.
- MHRD/UGC through its surveys (AISHE)
- NAAC

The outcome of these audits is used by the institution for the betterment of academic provisions in the college.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Almost all the quality parameters prescribed by NAAC have been adopted by all other external quality assurance agencies like the MHRD or the Government of Maharashtra or the RTM Nagpur University and therefore the internal quality assurance mechanisms as prescribed by the IQAC are inherently aligned with the requirements of all external agencies.

Some of the requirements of external quality assurance agencies and their internal implementation mechanisms are as follows:

Sr No	Agency/regulatory authority	Requirements	Internal Mechanism
1	MHRD/UGC	Appointment of Staff, Staff training facilities, Women's Cell, Anti-ragging cell, Career Guidance & Placement Cell, feedback mechanism	Administrative mechanism, academic systems etc., Committees/Cells
2	NAAC	IQAC and other systems	IQAC and other committees
3	Govt of Maharashtra	Appointment of Staff, Staff training facilities, Women's Cell, Career Guidance & Placement Cell, feedback mechanism, infrastructure	Administrative mechanism, academic systems etc.; committees/Cells
4	RTM Nagpur University	Appointment of full-time staff, facilities, intake, results, activities, infrastructure etc.	Administrative mechanism, academic systems etc.

Since the college has already set up appropriate committees/cells/units to implement the NAAC/IQAC agendas, and since most requirements of any other agencies are more or less parallel to them, there is a prompt implementation of suggestions received from external agencies.

In case, no mechanism exists for the compliance of any suggestion, new committees are constituted by the college.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The T/L process in the college is monitored as per the following mechanism:

- The college has appointed the HOD's and academic coordinators for continuous monitoring of the T/L activity.
- At the beginning of the session, all teachers are assigned their workload, time-table, and academic diaries.
- All teachers are given the targets and benchmarks to be achieved.
- Accordingly, all teachers are required to submit their teaching plans and syllabus completion schedules, evaluation strategies to HOD's/Principal through academic diaries which also contain the details of extra-curricular activities, committee work and administrative duties assigned among other things.
- All T/L and evaluation schedules are notified and shared with the students.
- The transaction and progress of syllabus is monitored by the respective HOD's every week and by Principal every month.
- The diaries are reviewed by Shiksha Mandal at the end of the session.
- If any teacher is found lagging behind he is asked to conduct extra-classes.
- As per the outcome of the unit tests/terminal examinations and other evaluation systems, remedial coaching is recommended for weaker students; for advanced learners, special efforts are taken to secure more merit positions.
- Appropriate teaching techniques and methods are adopted by teachers for the maximum transaction of the syllabus as per the recommendations of HOD's/Principal/Management.

- After the completion of all syllabi, and before students go to the University examinations, the college conducts a final terminal examination and the performance in the examination is taken into account before awarding internal assessment mark to students.

The above mechanism can be tabulated as follows:

Sr. No.	Agency/ Structure	Methodology	Outcome
1	Academic Diary	All teachers are given academic diaries where they have to record the progress of their curriculum and activities; Submission of academic plans by all teachers to the HOD's/principal at the beginning of the session as per the UGC/University guidelines; Weekly submission of academic diaries to HOD's review of Teaching units completed and other activities performed	<ul style="list-style-type: none"> • Syllabi are completed • Better coordination in the conduct of all curricular, co- / extra-curricular activities • All internal assessment is completed in time • Planning for remedial coaching or extra-classes is done in advance on the basis of review of academic progress
2	HOD's/ Course coordinators	Academic planning at the beginning of the session; Weekly review of teaching units completed, and other activities performed by teachers	<ul style="list-style-type: none"> • Guest lectures, industry visits, workshops can be organized to take care of any select topic not fully covered in the classroom • Appropriate and new teaching methods can be recommended for the proper transaction of syllabus
3	Departmental meetings	Academic planning; HOD's/Coordinators conduct meeting to review the progress of syllabus in their respective departments on a monthly basis	
4	Principal	Academic planning; Monthly review of teaching units completed, and other activities performed	<ul style="list-style-type: none"> • Appropriate strategy formation for better output or corrective measures
5	College Council meetings	A comprehensive review of teaching learning activity in the college is taken by the Principal from the teachers of all departments in the staff council meeting which are held minimum twice a year	Principal proposes new strategies for effective transaction of syllabus; Resolutions are passed to create new facilities, learning resources etc. in case T/L activity is suffering for want of them
6	LMC meetings	Management reviews the progress in the LMC meetings which are held minimum twice a year.	Management approves the proposals/budgets for the creation of more facilities /infrastructure/purchases etc. as proposed by Principal for the betterment of T/L process.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The institution's quality assurance policies are framed on the basis of the feedback received from all the stakeholders and therefore all of them are not only involved in the policy making process but also made aware of the latest decisions as follows:

- Management is informed by the Principal about quality assurance policies and outcomes through interactions, college reports, IQAC, LMC's and SM AGM's.
- Teachers are informed about the policies at the time of recruitment, departmental meetings, notices/circulars, IQAC meetings, College Council and LMC meetings.
- Students/parents get to know all policy statements in the college prospectus which is published every year and is also available on the college website.
- New policies are notified and circulated among students.
- With regard to parents and alumni, the quality assurance policies are shared with them in the annual P/T and Alumni Association meets as well as through day to day interactions.
- We also make mention of the qualitative aspects of the institute whenever we invite companies for the campus placements.
- For the external agencies like the Government and University, the qualitative aspects are made known through mandatory filing of reports or LEC's.
- To NAAC, which is the supreme agency for assessing quality parameters, we submit annual quality reports and SSR's ahead of the institute's accreditation.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

Shiksha Mandal: a Proactive Leadership

- Shiksha Mandal's leadership, as mentioned earlier, is totally focused on education. Our President Shri Rahul Bajaj and Chairman Shri Sanjay Bhargava, in a joint article 'End Education's Licence Raj' which was published by *The Times of India* on Aug.5, 2014, have shown the mirror to all educational institutions which have deviated from their noble objective of imparting quality education. The article pinpoints certain systems that have led to the rot but also shows a ray of hope by suggesting an action plan which can save our educational system.

Shri Rahul Bajaj and Shri Bhargava believe that all educational institutions have to bear the responsibility of educating the "disadvantaged" who are hungry for education and for which they are ready to go any length and ready to make "great sacrifices". "*We must not let them down,*" aver the writers.

- A century ago, in 1914, Shiksha Mandal was founded with the same passion and conviction that there must be education for all: the rich and the poor.

- After a century of living by and for that passion, Shiksha Mandal celebrated its centenary in 2014-15. The centennial was graced by the President of India, Shri Pranab Mukherjee to join the list of illustrious visitors to Shiksha Mandal.
- Shiksha Mandal's crusade has also been recognized by our parent RTM Nagpur University which conferred upon it its inaugural '**Ideal Educational Institution Award**' for 2014-15 for the best management practices in an educational institute.
- The cash prize of Rs. 25,000/-, however, was promptly donated to the University's Students' Welfare Fund by our Chairman Shri Sanjay Bhargava.
- **Centenary Increments:** On the occasion of its centenary, Shiksha Mandal released for all its employees in the self-financing set-up an additional increment of Rs. 1000/- bringing cheers to one and all.
- Our management has set up a Quality Assurance Cell at its Wardha HQ's for monitoring all quality affairs in the conducted colleges.
- Our pro-active management is aiming at higher and wider horizons of education and is launching a new Engineering College, Bajaj institute of Technology at Wardha to offer much needed quality education in this part of the region.
- Shiksha Mandal constantly strives to upgrade the quality of students and often facilitates students and teachers' interaction with notable professionals, scholars, and persons of eminence. Our Chairman Shri Sanjay Bhargava, through his good offices, has also helped us out in hosting some great foreign guests who enlightened us with the latest in the world of economy and politics. We owe the following visits/events to Shiksha Mandal and Shri Sanjay Bhargava:
 1. **Mr. Michael Newbill, Chief of Economic and Political section, US Counsul, Mumbai**, delivered a talk on 'Indo-US Relations under the New Administration' on Feb. 23, 2010.
 2. **Mr Paul Folmsbee, US Consul General**, delivered a talk on 'Indo-US Relations' on July 23, 2010.
 3. **Ms. Rita Joe Louis, United States' Special Representative**, Global Inter-Governmental Affairs gave a talk on 'US – India: State to State Engagement' on Aug. 12, 2011.

Governance, Leadership and Management: Glimpses . . .



Inauguration of 'Bajaj Bhavan' by Shri Rahul Bajaj



Shri Sanjay Bhargava receiving 'Ideal Educational Institution Award' for 2014-15 from Dr. Bhalachandra Mungekar, Dr S.P. Kane, Vice-Chancellor, RTM Nagpur University



Shri Michael Newbill on Indo-US Relationship



Shri. Sanjay Bhargava welcoming Ms. Rita Joe Louis



Workshop for Non-Teaching Staff



Office Staff attending the workshop

CRITERIA VII

INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The college regularly conducts an in-house Green Audit of campus and facilities through its Department of Environmental Studies.

Some of the major parameters of Green Audit which are applicable to an educational institute like waste management, energy conservation, water conservation, air pollution and water pollution have already been addressed by the institution.

We offer Environmental Studies as one of the subjects at all Part II levels of all UG courses leading to an all round awareness of environmental issues among students and staff members.

The college has also set up a separate Campus Beautification Committee which looks after the environmental planning and execution throughout the year. The committee also conducts annual self-audit of the following systems:

Sr. No.	System/s	Particulars	Implementation/maintenance	In-charge
1	Sanitation	Classrooms	Yearly deployment of Housekeeping Agency for all sanitation and cleaning work	Registrar
		Toilets		
		Drainage		
2	Water Supply	Corporation lines for drinking water	Regular plumbing work by contractors	Registrar/ Sports Department
		Borewell for construction work and gardening in the East side		
		Well for gardening on the West side	Periodic de-silting	
		Overhead tanks	Periodic Cleaning of tanks	
		Underground tanks		
3	Electric Supply	MSEDCL	Regular maintenance of electric lines/points by MSEDCL staff; Replacements of faulty switches, MCB's etc. by electricians;	Registrar
		Generator	Regular servicing by supplier	
		Inverters	Regular maintenance/change of batteries	
		Solar lamps	Regular maintenance by suppliers	
		Solar Heating	Regular maintenance by suppliers	
		Electrical/electronic equipment	Maintenance through AMC's	
4	Gardening	Plantation	Yearly plantation drives by staff and students; watering and maintenance by gardener; pesticides and fertilizers twice a year	Sports Dept.
		Watering		
		Maintenance		
		Fertilizers		
		Pest control		
5	Waste Management	Waste paper/stationery	Sold to scrap dealers for recycling	Registrar
		Electronic waste	Sold as scrap after destocking	

		Construction waste	Taken away by contractors	
		Paint containers	Used as dustbins	
		Old furniture	Recycled with repairs	
		Garden waste	Compost pits at the back of premises	
		Household rubbish		
		Dustbins		
6	Pollution	Water pollution	NMC drinking water supply; Water purifiers attached to water machines	
		Air pollution	No heavy vehicle movement inside campus; Parking lot away from teaching blocks; Exhaust fans in toilets	
		Soil Pollution	Minimum use of plastic;	
7	Carbon Neutrality	Plantation	Big trees; plants; shrubs etc. regularly planted;	
8	Energy Conservation	Conventional	Proper Electrical switches and equipment; Well lit and ventilated classrooms minimize the use of lights and fans	
		Un-conventional	Solar heating in Boys' Hostel; Solar lamps in campus	
9	Water Conservation	Bore well; Traditional well	Proper plumbing to prevent leakages; Use of Bore well / well for construction and gardening purposes; Use of pavers for internal roads	Registrar
10	Environmental Awareness Programmes	Awareness rallies; Videos/movies; Study tours; posters etc.	Activity by various units; environmental studies projects	Teachers

Owing to the general environmental awareness, and concentrated efforts by one and all, we have succeeded in making our campus clean and pollution free with proper disposal systems for waste management.

The following measures have been taken by the college to address environmental issues:

- The college has hired a housekeeping agency which maintains cleanliness in all buildings and campus throughout the college hours.
- The college has also appointed a gardener for maintenance of college garden and plantation work
- Compost pits have been created for depositing the household and garden waste.
- Dustbins have been placed in each class rooms and at strategic points all over the campus.
- All toilets are connected to internal sewage/drainage lines and linked to NMC's sewage system for systematic disposal.
- All equipments are under AMC.
- Electrical equipment and fixtures are regularly maintained /replaced to effect power conservation.
- The college has installed solar street lights in the campus.
- The college uses solar water heating system in the Boys' Hostel.

- The college constantly monitors plumbing systems to minimize wastage of water.
- Used stationery, old newspapers etc. are sold to scrap-dealers for recycling.
- All e-waste is disposed off after proper de-stocking
- For Carbon Neutrality, the college periodically undertakes plantation drives. We have a rich variety of plants and trees.
- We also undertake plantation drives in the city and adjoining villages through NSS and other camps.
- The students of Environmental Studies are asked to prepare projects and maintain environmental diaries.
- We also conduct environmental awareness programmes including guest lectures, the screening of documentaries and movies, environmental study tours, water conservation projects, plantation drives etc.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- * Energy conservation
- * Use of renewable energy
- * Water harvesting
- * Check dam construction
- * Efforts for Carbon neutrality
- * Plantation
- * Hazardous waste management
- * e-waste management

The college is blessed with a beautiful campus and strives to retain its eco-friendly look through conscious efforts.

The college has also set up **GS-Eco Club** in partnership with Bombay Natural History Society India (**BNHS India**) for variety of environmental activities which definitely boost our efforts.

The various initiatives taken by the college to make the college campus eco-friendly are as follows:

- **Energy conservation:**

In the present set up, we have to constantly use electricity for one reason or the other in classrooms, library, offices etc. for the daily functioning of the college. We have, however, taken the following steps to minimize its misuse or wastage:

- Use of fans and lights in classrooms, offices and other units only when necessary.
- Separate electricity meters are installed in separate buildings
- Separate switches/MCB's for different appliances instead of common ones
- Deputation of a peon for switching off power when there are no students in the classrooms and library.
- During night, the lights are used only at strategic points.
- The obsolete and energy consuming equipments are periodically discarded and written off.

- **Use of renewable energy**

We have been having solar water heating system since long in our Boys' hostel. Recently, we installed solar street lamps in our campus.

- **Water harvesting**

All college buildings have been approved by the Town Planning authorities with water harvesting provisions.

At the college level, we ensure water conservation through the following efforts:

- We have a well and also a bore well which we judiciously use for grounds and gardening; Corporation water is for drinking purposes only.
- Further, we have opted for paver blocks instead of concretizing the surface at the parking lot to allow the seepage of water into the soil.

- **Check dam construction**

- Our NSS students have recently constructed a check-dam for wild animals in the Kalmeshwar Forest Range.
- Earlier, too, our NSS students have built check dams at various adjoining villages.

- **Efforts for Carbon neutrality**

- We do not allow heavy vehicles with high emission inside the college premises.
- All students have been asked to procure PUC certificates for their vehicles.
- We use generator sparingly and only when it is absolutely essential

- **Plantation**

- The college campus is just replete with trees and plants thanks to regular plantation drives undertaken by teachers and students.
- We have all sorts of trees and plants like mango, banana, chikoo, jamun, guava, peepal, banyan, gulmohor, ashoka, palm, neem etc. There are also flowering shrubs like roses, mogra, ratrani etc.
- Owing to so much greenery, our campus is a great attraction for all types of birds.
- On special occasions, we organize commemorative plantation programmes and recently we have had saplings planted by Mr Rahul Bajaj, President, Shiksha Mandal, Wardha and other luminaries.
- We also distribute saplings among our students so that they can plant them in their respective colonies.
- We also conduct plantation in adopted village where we conduct camps.

- **Hazardous waste management**

We do not have any hazardous waste to speak of.

- Occasionally, we have construction waste which we ensure is removed by contractors.
- We try to make our campus plastic free so that there is no soil pollution.

- In case of soiled papers and used stationery which are of no use to anybody, we divert them to the compost pits.
- The old newspapers are sold to the scrap dealers for recycling and the revenue is shown as miscellaneous receipts.

- **e-waste management**

The old and obsolete electronic products like computers, printers, old electrical and electronic items are sold as scrap after destocking.

7.2 Innovations

7.2.1. Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Last four years have seen the introduction of quite a few innovations in all academic, research, co- and extra-curricular activities, extension and other areas in the college. The following are some of them with their impact on functioning of the college:

ACADEMIC INNOVATIONS

- **Introduction of innovative teaching-learning methods:**

After dwelling too long on the traditional teaching-learning methods, the college eventually geared up for innovative T/L methods. In addition to the usual lecture method, teachers have started making a generous use of ICT-enabled teaching methods like use of e-resources and OER's, downloading educational videos and speeches of great entrepreneurs and sharing them with students as reference material, transaction of syllabus through PPT presentations and e-board etc. All teachers have now converted their respective syllabi into digital form and deliver at least 40% syllabus by using the PPT/e-board tools.

For students, there is a conscious promotion of independent learning through home assignments, case studies, projects, seminars, group discussion etc.

Impact: Owing to the introduction of innovative T/L methods, the classrooms have become more interesting and there has been a marked rise in attendance, students' overall academic performance, better college results and more merit positions.

The most positive impact has been on the students' learning habits. As they are initiated into self-learning mode, they have become more focused as students; their library habits have improved; their writing skills have become better, and there is an overall growth in their curricular, co and extra-curricular output.

- **Introduction of Value-addition courses:**

During the past four years, the college introduced over a dozen value-addition courses for horizontal mobility of students. They are as follows:

- CA-CPT
- CS-F

- TCS' BPS (Finance & Accountancy)
- NSE's NCFM
- MKCL's PFM (Personal Financial Management)
- Certificate Course in Computerized Accounting
- Certificate Course in Basic Computer Skills
- Cambridge English's BEC (Business English Certificate)
- English Proficiency Course
- Short Term Course in Business English
- Certificate Course in Hindi Communication Skills
- GS-SUN Grooming Course for Internships
- NET/SET Coaching
- Competitive Examinations Coaching

Impact: The launch of these courses has ensured that there is not only course enrichment but also enhancement in students' profile in terms of skill-orientation, career-orientation and employability.

This has led to a definite increase in overall results and placement of students.

- **MOU's with Industry**

In order to enrich the syllabi of existing courses as well as to start some add-on value addition courses and facilitate internships/placements, the college has entered into agreement with industry and signed MOU's with them. Currently, we are tied up with TCS, NSE, MKCL and Tally Education for the conduct of add-on courses while with local CA's and industry for internships.

Impact: Tie-up with industry has resulted in growing awareness among students about the practical aspects of industry, industry requirements in terms of competencies and skills, acquaintance with corporate culture along with the curriculum enrichment. Internships have helped students a great deal in placements.

- **Remedial coaching to ATKT students:**

Bridge and remedial courses have been our regular features. Lately, we have also introduced remedial coaching to the **ATKT** students who have failed in the previous university examinations but are **Allowed To Keep Term**. Such students appear in supplementary examinations conducted during the winter vacation. To prepare them for examinations, special classes are conducted by teachers.

Impact: This has resulted in the increase in pass percentage of students and overall improvement of college results.

- **Faculty Development Programmes:**

The college regularly deputed teachers to FDP's organized by other institutions. In addition, since 2010 the college has started organizing FDP's every year on the themes which are most relevant to the college needs. During the last five years, we have organized the following FDP's:

- Research Paper Presentations
- The Use of e-board in classrooms
- How to write a good research paper
- Use of ICT in Teaching
- Computer Awareness for teachers

Impact: Owing to the above FDP's, new dimensions have been added to the faculty members' proficiency as teachers in terms of the use of ICT in T/L activity, accessing e-resources, research etc. The workshops have also contributed to teachers' acquiring competence as researchers leading to substantial research output by teachers in terms of research projects and research publications.

- **Faculty seminars:**

Like FDP's, we also organize every year faculty seminars where teachers make presentations on their research areas, books they have recently read or recent developments in their respective subject areas. The seminars are presented and attended by all teachers without a fail.

Impact: This event has provided to in-house teachers a platform for sharing their research/writing activity with other colleagues. Owing to this there is a healthy exchange of ideas which generate newer ideas resulting in a vibrant research culture among teachers. All teachers use this platform for practising their presentation skills in the academic conferences/seminars organized by other institutions as well.

- **Guest Lectures/Workshops:**

We also invite renowned academicians, professionals and entrepreneurs to deliver guest lectures and organize workshops in the college on subject areas, career counseling and skill building.

- **English Language Lab:**

In order to take care of the global competencies and provide scientific language training to our students, the college has set up an English Language Lab with 30 students and 1 teacher console. The lab is available to all those students who have enrolled for various English language courses in the college.

- **Computer/Internet access to all students and staff:**

We have installed 10 MBPS high speed optical fiber internet connectivity and have provided access to both teachers and students. There are about 40 computers available to teachers in Cells/NRC/Library while 25 exclusive terminals have been provided to students in the library. This is in addition to the computer labs.

Both teachers and students thus access internet in all buildings without any hassle owing to a large number of available computers.

Impact: Owing to the ready availability of internet and computers, both the teachers and students can now access e-resources on N-LIST programme and OER's which has resulted in enrichment of study material and complementary learning. The internet

has also boosted research activity in the college. Students are given IT specific projects which they perform in the college itself using the college infrastructure. They also do their on-line submission of scholarships and other forms.

From the session 2015-16, we have also joined hands with the 'Digital India' campaign for spreading computer literacy not only among our students but also in the society.

RESEARCH INNOVATIONS

- **Institutional Research:**

The college has set up a Research Cell and has a team of active researchers who are working on various research projects approved by UGC and other funding agencies. Currently, our teachers are working on 8 minor research projects while 2 major and 1 minor research projects have already been completed and submitted.

Our Cell also has recently initiated an institutional research and completed a project on LBT. We also involved students in this project. The project was submitted to the NMC which is a local body for collecting LBT.

The Cell is taking up some more projects on relevant issues in days to come.

Impact: This has contributed to the overall research culture in the college and made teachers more societal in their approach to research.

- **Students' involvement in Research Projects:**

Our students are already into research activity by way of their projects which they have to do as course work.

In addition, we also involve them in the other research projects taken by the college and teachers. In the recently completed IIPA and LBT projects, students have worked as enumerators.

Impact: This has led to better research awareness among students and their acquiring first-hand experience of actual research process.

- **Writing Text-books:**

We have recommended that all teachers especially those who are handling Hindi/Marathi medium classes should write text books for the subjects for which books are not available in the market.

Impact: Over 30 text books have been written by subject teachers which has helped students enormously.

Teachers also supply printed notes to students.

CO-CURRICULAR INNOVATIONS

In addition to the regular co-curricular activities like Debates/Elocution/Essay-writing, Group Discussions etc. the college has also introduced some novel co-curricular activities to complement the academics. They are as follows:

- **Classroom Seminars:**

All students are required to present their papers on any topic of syllabus in classrooms. All subject teachers conduct these seminars for their respective subjects.

- **PPT presentations:**

In order to initiate students in ICT, the college has started PPT competition where students make PPT presentations on any topic of their syllabus. The best presentations are given prizes. The college also organizes an inter-college event of **TECH-PRO** where final year students of B.Com. (CA) make presentations on their IT projects.

- **Case Studies competition:**

In order to inculcate research aptitude among students, the college also organizes case study competition for its students. Here, students prepare case studies of companies that are in the news for one reason or the other. In this year's competition, case studies on companies like Google, Amazon, Tata Steel, ICICI Bank and CIPLA were presented by students.

- **News/Budget Analysis:**

In order to link the syllabus with day-to-day happenings in the world of commerce, trade and industry, we have introduced financial news analysis competition where students are asked to make presentations/analysis of the news which they think are significant for the Indian economy or industry.

Students also make presentations on Budget Analysis as a regular activity.

- **Book Review Competitions:**

In order to encourage reading habits of students, the library has introduced this competition where students are issued books on general topics, novels, biographies; travelogues etc. and reviews of the same are invited from them. At the end of the year, all reviews are presented in the competition.

This year our students also tried Film Reviews with good results.

- **Commerce Lab:**

We have set up a Commerce Lab where students are given practical training with respect of topics related to their subjects. viz. stock exchange functioning, banking operations, filing of returns etc.

The lab also displays models/ charts on the core commerce issues.

- **Commerce Exhibition:**

As a part of GS-COMNEXT event, we organize Commerce Exhibition for the students of other colleges and local society where charts/models on variety of commerce related themes are displayed.

- **Commerce Study Circle**

We have set-up Commerce Study Circle for discussion of the latest developments in the related fields. The Circle organizes various programmes like guest lectures, budget analysis etc.

- **Language Study Circle**

We have also set up Language Study Circle for encouraging students' creativity. The Circle publishes wall magazines and organizes creative writing workshops for students. Select pieces are published in the college magazine *Rashtradhan*.

The Circle has also set up a 'Shabd' Forum for encouraging reading habits.

- **GS-COMNEXT:**

In order to provide to students a platform for discussing the latest developments in the field of Commerce and Industry, the college has launched an academic event GS-COMNEXT. A two day event, open to all commerce colleges in the city, consists of a keynote address by a renowned professional followed by a series of events/competitions like 'G.S. Success Stories', 'Company Analysis', 'Commerce Quiz', Debate Competition, Commerce Exhibition etc.

- **GS-SUN:**

In order to provide internships to students the college has established a G.S. Skill Upgradation Network (GS-SUN) with its CA alumni. Over 2 dozen local CA's have already joined the Network with more to follow. These CA's accept our students as interns like their articles for a period of 10 months.

The college organizes a pre-internship grooming programme for students and those who clear the examination are sent to CA's for internships.

- **Industrial Tours and Field Visits:**

We have been regularly organizing industrial tours and field visits since long. During the last four years, we have further increased the frequency of such visits with the involvement of more departments.

- **Environmental Tours:**

Since the introduction of Environmental Studies in the curriculum, we have started conducting the environmental study tour. There are quite a few environmental sites in and around the city where our students are taken for environmental tours.

We have also tied up with BNHS India for visits to more nature sites and tours.

Impact: Since the above co-curricular activities are directly or indirectly linked to the curriculum, they serve as additional tools of gaining more subject knowledge and acquiring more skills.

EXTRA-CURRICULAR INNOVATIONS

- **Sports coaching camps:**

The college provides sporting facilities for a number of games and enjoys a good track record in sporting excellence.

In order to further improve students' performance in sports and games the college has started conducting coaching camps by renowned coaches/players for the games like Cricket, Ball Badminton, Archery, Chess etc.

Impact: Owing to the above there is a marked rise in the performance level of students and our students are being regularly selected in the university teams.

- **Adoption of village for extension activity:**

The college has well functioning unit of NSS which has conducted significant extension activity in the city and adjoining villages.

We have recently adopted a village called Nagazari for concentrated extension work like awareness programmes, literacy campaigns, cleanliness drives, environmental issues etc. We have also signed an MOU with the Gram Panchayat of the village.

Impact: Students are getting to know the village life and they are into community service in a committed manner.

- **Extension activity with GO's and NGO's:**

Similarly, we have also conducted lot of extension work with GO's and NGO's. We have, for example, conducted blood donation camps with Government Medical College and Hospital, Indira Gandhi Medical College and Hospital, Daga Hospital etc. Similarly we have conducted with Government machineries the Voters' Awareness Campaigns, Nag River Cleaning campaign with the Nagpur Municipal Corporation, Traffic Awareness Programme with the Traffic Police, Railway Station Cleaning campaign with the Railways, Forest Department for check dam etc.

Similarly, we also associate with the local NGO's like 'Maitree' for extension activity. We have paid visits and also contributed to the local Vriddhashramas and orphanages run by NGO's.

Our students have also contributed generously to various relief funds and army funds.

Impact: Owing to such collaborations, the extension activities have become more purposeful and productive. The students have also become more responsible and understand the problems more comprehensively. Awareness programmes have made them better citizens.

- **Adult & Continuing Education Unit**

We have recently set up an Adult & Continuing Education Unit in collaboration with RTM Nagpur University. This has added a new component to our already exhaustive extension activity conducted by our NSS unit.

Impact: This has created awareness among our students about the pitfalls of illiteracy and related issues. Students prepare the projects on these themes and get closer to these problems for better understanding.

Some students have actually taught some of the illiterates in their vicinity and brought them to college and made them give speeches!

- **GS-Film Society:**

We have set up GS-Film Society in 2013-14 in collaboration with the Film Society of India. Renowned films and documentaries are screened for students periodically much

to the entertainment and knowledge of students.

Impact: The purpose of Film Society is infotainment. By screening films on diverse themes, we propose to inculcate among students core values while entertaining them. We have also put students into writing film-reviews which leads to developing analytical and critical skills.

- **GS-Eco Club:**

We set up our GS-Eco Club in 2015 in association with the famous BNHS India. The Club envisages a concentrated environmental activity in the form of environmental awareness programmes, plantation, study tours and Tiger Census.

- **Digital India Campaign:**

From 2015, we have joined with Government of India's 'Digital India' campaign through their franchisee M/s OCMC Jobs Pvt., Ltd., Nagpur. We have already started the enrolment and hope to make the campaign successful.

- **'Swachh Bharat Abhiyan':**

We regularly conduct cleanliness drives. From 2014-15, we have merged our activities with this GOI project. Students are joining this campaign with great zeal.

OTHER INNOVATIONS

- **Student Mentorship programme:**

We used to earlier have Professor-Guardian Scheme which we have from last two sessions modified into Students Mentorship Programme. As per the scheme, each teacher is allotted 20-25 students at the Part I level and he has to keep the record of the given students in terms of their attendance and discipline, curricular, co- and extra-curricular performances etc. until students graduate or post-graduate. The objectives of the programme are as follows:

- To look after the personal and academic difficulties of students
- To involve them in co-curricular activities and add-on courses
- To motivate them for participating in extra-curricular activities / sports and games
- To encourage them for participation in extension programs
- To provide exposure for their all round development
- To offer counseling as and when necessary or to arrange for counseling by an expert

Impact: Owing to this programme there is a better rapport between students and teachers and it is now possible to maintain the track record of each and every student in the college.

Owing to constant follow-up, there is a marked rise in attendance, and students' participation level

The mentors submit their reports twice a year to the Principal who advises on corrective measures if necessary in case of problematic students.

- **Workshops for Non-teaching staff/training:**

Like teaching staff, we have also introduced competence building workshops for non-teaching staff. Workshops on e-filing, administrative reforms, office automation, e-governance etc. have been organized by the college. We also send our staff to workshops organized by other organizations.

Impact: There is a general increase in the efficiency and competencies of staff members with respect to the work/section they are handling.

- **National Anthem**

We have made compulsory the singing of national anthem at the beginning of the shift simultaneously in all classes at the appointed time.

Impact: All students love this and report to the classes in time.

Environmental Awareness: Glimpses...



Tree Plantation by Shri. Rahul Bajaj



Tree Plantation by Shri. Sanjay Bhargava,



Screening of films/documentaries



Attending our injured Guest – Green Pigeon



Students and Teachers observing the Photo Exhibition of BNHS, India

7.3 Best Practices

7.3.1 Elaborate on any two best practices as per the annexed format which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

The institution has introduced a number of new things as cited under 7.2 for the achievement of institutional objectives and quality enhancement.

The following, however, could be singled out as the two best practices:

- **GS-COMNEXT**
- **GS-SUN**

We are pleased to elaborate them as follows:

A. GS-COMNEXT

1. Title of the Practice: GS-COMNEXT

2. Goal:

- To offer an academic platform to Commerce students for the discussion of the latest happenings, events and developments in field of Commerce, Industry and overall Indian Economy;
- To bring about an interface between the successful alumni of the college and the present batches; and
- To organize events/competitions on Commerce themes to explore students' talent.

3. The Context:

The field of Commerce is full of effervescence and volatility. There is always something new happening on both the national and international scenes. The new economic policies, inflation, FDI, privatization, disinvestment, share markets, bank rates, budgets, new Company Act etc. are essentially the core subject areas of Commerce syllabi.

These ever-happening changes are not instantly incorporated in the university syllabi since they are framed by the university through an elaborate mechanism involving BOS, Academic Council and the related university machinery.

It was against this backdrop that a need was felt by the college to make available a platform for discussion of such new developments for the commerce students both in the college and the city.

The name GS-COMNEXT captures this spirit of Commerce's ever-changing nature with its motto of 'onwards and upwards.'

It was also felt that the present generation of students should also get a platform to interact with the successful professionals in fields of commerce and industry.

Similarly, we had also noticed that no competition was organized by any college in the city exclusively for commerce students on commerce themes. Therefore, it was intended that there should be some competitions specific to commerce stream to gauge students' knowledge and also to develop skills in them.

It was with the above considerations that GS-COMNEXT was launched in 2010.

4. The Practice:

At the beginning of the session itself, a coordinator is appointed for the organization of COMNEXT which is usually conducted in December-January every year.

Themes, competitions and resource persons/guests etc. are finalized well in advance and brochures are printed and circulated among the commerce colleges in the city.

The two day event is planned as following:

Day 1

Inaugural Session:

An eminent personality in the field of Commerce/Industry is invited to give a keynote address on any current topic/latest developments in Indian Economy. As per the practice, we invite only our alumni as Resource Persons/Chief Guests for inaugural sessions and other events.

G. S. College has over the years produced a rich crop of professionals who are spread all over the country and excelling in their respective fields. They include Industrialists, Chartered Accountants, Company Secretaries, professors, lawyers, and other professionals. We have also produced politicians and ministers. It is our conscious effort to bring these alumni face to face with our present batches of students as role models.

During the last five editions, the following of our alumni have graced GS-COMNEXT's inaugural sessions:

- 2014-15: **Shri Manish Nuwal**, Executive Director, Solar Industries India Ltd.
- 2013-14: **Shri Nilesh Sathe**, Director & CEO, LIC NOMURA, Mumbai
- 2012-13: **Shri Prasad Shetty**, President, R.S Group of Companies, Bangalore
- 2011-12: **Shri Ramesh Chandak**, CEO & MD, KEC International Ltd, Mumbai
- 2010-11: **Ms. Apurva Palkar**, Director, SIMCA, Pune

Commerce Exhibition:

This is our showcase event on Day 1. The Chief Guest also inaugurates the Commerce Exhibition and it is thrown open for visitors.

Here charts/models prepared by students on variety of commerce related themes are

displayed. Some of the major themes that were covered in 2014-15 Exhibition are: E-banking, DBTL, LBT, e-Commerce, Cooperative Movement, Barter System, Production/marketing processes, e-kirana model, Nobel laureates in Economics, Green Revolution etc.

The Exhibition is kept open for 3 days and is open to all students and citizens.

The judges decide on the best exhibits and suitable prizes are given to winners. The best entries are sent to the RTM Nagpur University's annual Research Event 'Avishkar'. In 2014-15, our entries won at the University level and were selected for the State level event.

GS-Success Stories/ 'Young Turks': A Chat Show:

This event sees an interaction with the young, successful and dynamic alumni of the institute. Two/Four of such alumni are invited every year and in a very vibrant interactive session, they share their success stories with the students and also provide them valuable tips to achieve their goals in life. Students also ask questions to the guests and get invaluable tips and success mantras from them.

During the last four editions of GS-COMNEXT, the following Young Turks have visited the college:

2014-2015:

- C.A. Shri Sandeep Dhodapkar, Head, Financial Advisory, a'XYkno Capital Services Ltd. Nagpur.
- C.A. Shri Ashish Badge, Partner, Rodi Dabir & Co, Nagpur.

2013-2014:

- Shri M.V. Ankit Rao, Associate Software Engineer, Persistent, Nagpur.
- CA/CS Ms. Amrita Mundra, Assistant Manager, WCL, Nagpur

2012-2013:

- Shri Sanjay Jog, Branch Head, Times of India, Nagpur.
- Shri Manish Dosi, Banker and Former Duleep Trophy player.
- Shri Kartik Kale, M.D Ketan Hyundai, Nagpur

2011-2012:

- C.A. Shri Jaydeep Shah, Vice-President, ICAI, New Delhi
- Shri Madhav Aney, Faculty, Singapore University.
- Shri Arvind Iyer, MD, Premier Nutraceuticals Pvt. Ltd., Dehradun
- C.A. Shri Muffadal Amin, Partner, MHKS, Nagpur.

2010-2011:

- Shri Sanjay Arora, CEO, Shell Advertising Inc., Nagpur.
- Shri Jai Singh Chauhan, Industrialist/Director, Ranjana Group of Industries, Nagpur.

Company Analysis/My Business Plan

This is the first of the competitions. Earlier, we used to organize ‘My Business Plan’. Now it is Company Analysis. We identify some companies for analysis and incorporate their names in the brochure itself for entries in the competition. We get good response to this event from all the major commerce colleges in the city.

The competition is judged by an outside expert who himself is a renowned personality. The competition ends with a resourceful talk by the expert.

This year, students presented the company analyses of such reputed companies like Google, Amazon, Tata Steel, Cipla, and ICICI Bank.

The programme is conducted by students with proper monitoring by teachers.

Day 2

Commerce Quiz:

Day 2 begins with the Commerce Quiz where students from various colleges participate. The Quiz has multiple rounds and questions related to Commerce are asked by the quizmasters.

The programme is conducted by students and monitored by teachers.

Debate Competition:

This is the last event of each GS-COMNEXT edition. A topic related to any Commerce theme is already announced in the brochure and accordingly entries are received for and against the topic. Each participant is given a specific time and the competition is judged by outside experts in three languages of English, Hindi and Marathi.

5. Evidence of Success:

Owing to its being the first of the kind event in the city, GS-COMNEXT has been receiving great response from the major commerce colleges in the city.

Four years on since its inception, GS-COMNEXT has not only become a regular feature of GS ethos but is also an eagerly awaited event for other participating colleges.

The success of the event can also be measured by the fact that other colleges have now started emulating us and are organizing similar such competitions at their venues.

From the college’s point of view, the success of GS-COMNEXT is to be measured by the degree of fulfillment of the event’s goals. Judging by the increasing participation level and quality of entries and presentations by students, we can say that the event has indeed turned out to be a successful academic mega event.

6. Problems Encountered and Resources Required

Participation in COMNEXT is absolutely free unlike other colleges which charge

entry fees.

The event has an average budget of Rs. 1,00,000/- and all the expenditure is borne by the management. With sound backing by the management we have not faced any financial problems

We have not faced any problems regarding organization as the event has been well received by students in the college and outside.

We, however, face the problem of space since our seminar hall can accommodate only 125 students. However, with the help of CCTV we make arrangements for the live beaming of the GS-COMNEXT proceedings in Room No. 27 which accommodates nearly 150 students.

7. Notes:

We are planning to add some more competitions to GS-COMNEXT and make it a three day event.

All the participants are provided with snacks/tea/refreshments on both days.

All the winners of various competitions are given cash prizes.

All the participants are given certificates of participation.

IMPACT:

Owing to the very exciting competitions and programmes, GS-COMNEXT has become a huge hit with the commerce students in the city with each year witnessing bigger participation.

However, elated as we are at the success of the event, we are not losing our focus from the immediate objectives of GS-COMNEXT which are to provide an academic platform to students where they get to discuss the latest in the field of commerce and Indian Economy, to bring about students' interface with the successful professionals that the college has produced, and to provide students with opportunities to bring to the fore their talent and skills through quizzes, exhibitions and debates.

It is indeed heartening to share that the event has indeed left a big impact on the students in terms of the intended targets of the event. We now see students boldly and confidently interacting with guests, debating with flair and passion and also promptly responding to the quizzes which are being made more challenging with every new edition of GS-COMNEXT.

We interact with students from other colleges and seek their feedback about the event. They appear to be full of suggestions which show that they are well prepared not only for the show but also well-versed with their subjects. It is this kind of thinking students that we have been trying to groom and we can say that we have begun well.

GS-COMNEXT: Glimpses...



Inauguration of GS-COMNEXT 2010 by
Alumnus CA Shri. Jaydeep Shah



Inauguration of GS-COMNEXT 2014 by
Alumnus Shri. Nilesh Sathe



G S Success Stories



Company Analysis Competition



Mind-Manthan Quiz Competition



Verbattle Debate Competition



Commerce Exhibition



Students explaining their model

B. GS-SUN

1. Title of the Practice:

GS- Skill Up-gradation Network (GS-SUN)

2. Goal:

- To establish a network of alumni in the corporate for academic partnership
- To use the network for up-gradation of skills of students through the conduct of guest lectures, workshops and value-addition courses
- To provide internships and job opportunities to students

3. The Context:

Any Commerce institution would like to be known by the quality of its students and their higher progression with an ultimate objective of making them competent entrepreneurs and professionals. Our college motto – “Industrious and lion-hearted men generate wealth”-- effectively captures this spirit.

Accordingly, we have to not only take care of academics but also to ensure that our students are properly groomed for taking up their respective roles in the outside world. We thus regularly offer our students the opportunities for familiarizing them with the environment where they will eventually end up. Industrial tours and field visits serve this purpose to some extent but they do not offer fulsome practical learning experiences owing to their short spans.

It is our view that students’ campus-to-corporate journey has to be carefully planned and they must be not only equipped with the skills required by the corporate world but also given sufficient exposure to the actual corporate atmosphere before they are employed.

Students’ needs of practical training or skill orientation or exposure to the business world cannot be met until the college finds partners in the industry and other professions. We need to have partners who will not only give us feedback on the existing courses vis-à-vis their compatibility with the requirements of job market and give us inputs for the enrichment of syllabi in order to make the students job worthy, but also offer practical training to students so that they develop precisely those skills which are required by the industry/corporate.

It is with this point of view that the college initiated the process of networking with industry and other sectors and started with our alumni who are already occupying already well-established and have the potential of offering training/internships/placements to our students. It was heartening to know that most of alumni bought the idea and have joined our network which we have started calling GS-Up-gradation Network or GS-SUN. Renowned CA Shri Jaydeep Shah, who also is the former President of the ICAI, has accepted to become the first Chairman of the network which has got the following members:

Sr. No.	Name of the Network Partner	Name of the Firm
1	CA Jaydeep Shah (<i>Chairman</i>)	Shah, Chari & Co, Tilaknagar, Nagpur
2	CA Satish Sarda	Sarda, Soni & Associates, Central Avenue, Nagpur
3	CA J.S.Uberoi	J.S.Uberoi & Co, Kamptee Road, Nagpur
4	CA Jayant Ranade	C.R.Sagdeo & Co, Wardha Road, Nagpur
5	CA Anil Dani	A.S.Dani & Co, Central Avenue, Nagpur
6	CA Abhijit Kelkar	Abhijit Kelkar & Co, Central Avenue, Nagpur
7	CA Makrand Joshi	Jodh Joshi And Co, West High Court Rd., Nagpur
8	CA P.C.Sarda	Gupta, Sarda & Bagdia Wardha Road, Nagpur
9	CA Swapnil Ghate	Ghate Deshpande & Co, Wardha Road, Nagpur
10	CA C.N.Rathi	Gandhi, Rathi & Co, Central Avenue, Nagpur
11	CA Anil Parakh	V.K. Surana & Co, Sadar, Nagpur
12	CA Rajesh Loya	Loya, Bagri & Co, West High Court, Nagpur
13	CA Rajesh Khanzode	Chandak, Khanzode & Shen, Wardha Rd., Nagpur
14	CA Avinash Joshi	P.G. Joshi & Co, Wardha Road, Nagpur
15	CA T.S.Rawal	T.S.Rawal & Co, Sadar, Nagpur
16	CA Narayan Demle	Demle Ramani & Co., Sadar Nagpur

4. The Practice:

As a matter of policy, we have decided that students' internship programme under the GS-SUN banner will be run for three sessions i.e. Part I, Part II and Final of UG courses and that the total period of actual internship will be minimum 12 months which should be a good enough span for real time exposure for any student.

The overall activity is planned as under:

- **Enrollment of students:**

After the admissions of various courses are over, the notice for enrolling students for GS-SUN is circulated. We have decided upon the intake of 60 students from all Part I sections for this programme and in case there are more applicants than the seats, we conduct the screening test.

Those who clear the test are enrolled and a token fees of Rs. 2000/- is collected from them. The fees is refundable after the successful completion of internship programme.

- **Pre- internship Grooming Course:**

Currently, we have only included practicing local CA's in our network and as per their suggestions, the interns should have minimum IT/Accountancy/Communication skills as required of any articling students.

Generally, at Part I level, students are not fully proficient in these skills. We therefore conduct a six month Grooming Course where faculty members and the CA's impart necessary training. The classes are conducted after regular classes are over.

- **Internships:**

Those students who successfully complete the Grooming Course are shortlisted for training/internships with the CA's in the network. Usually each CA gets 2 or 3 students.

The interns report to CA's offices at 12.30 pm after their regular college and are expected to work in CA's offices up to 6 pm.

The Internships period is divided in two phases: 6 months (August-January) in Part II stage and 6 months (August-January) in Part III.

As per our agreement with the CA's, all interns are entitled to a stipend of Rs. 1200/- per month.

- **Review Meetings:**

Review meetings are organized in the college on a regular basis. All the CA's associated with the network are invited to the meeting and feedback on the performance of students is sought from them.

- **Certificates:**

After the completion of the internships, Certificates signed by Principal, Chairman of the GS-SUN and employer are awarded to students.

5. Evidence of Success:

The GS-SUN was launched in 2013-14 and the first batch of the interns is already working with their allocated CA's after completing their grooming course. This batch will get its certificates in 2015-16.

The second batch (2014-15) has just completed its grooming programme and they will be placed in CA firms for internships.

The programme has received good response from students and CA's are also very happy with the students' work.

We are also proposing to start this programme for PG students from 2015-16 with some modifications.

As per the feedback received from students, they are not only enjoying their work but also learning a great deal in CA offices.

It has been seen that the students who have been working with CA's as interns are doing comparatively better than other students in examinations, orals and campus interviews.

6. Problems Encountered and Resources Required

Since the launch of the internship programme, we have indeed encountered some problems as follows:

Timings:

The students have to report to their respective CA firms, after their regular classes and have to stay there up to 6 p.m., some students have found it very tough and backed out of the programme.

We are trying to arrange Summer internships for such students.

Transport:

Some students do not have their own vehicles and they find it difficult to report to their work places.

For these students, the college has arranged to pay transport allowance from its own resources.

For financial resources, we have only the fee that we collect from students to register for the grooming course. However, since the fee is refundable to those who successfully complete the internships, and since we also have to pay the guest faculty, the entire expenditure is at present borne by our kind management.

7. Notes:

We are planning to widen the network by including our alumni in the field of industry as well.

We are also planning to include non-alumni industrialists in this network and exploring the possible tie-up with BMA (Butibori Manufactures' Association, MIDC, Nagpur) and Nag Vidarbha Chamber of Commerce (NVCC).

We are also tapping local industry where we can send our students for summer internships.

All associates have assured that they will offer appointments to interns subject to their satisfactory performance during internships.

IMPACT:

We are the first commerce college to have explored the idea of internship for commerce students on the line of CA articles and though it is still early days to judge the success of the project, there are definite signs to show that GS-SUN has caught the imagination of students and they are now eager to join the programme more willingly and with more gusto unlike some students in the first batch who could not cope with the rigours of internship and dropped out midway.

As a matter of fact, making students tough, so tough that they will easily cope up with bigger challenges when it matters most, has been the main driving force behind GS-SUN. If you want more skills, you have to acquire them and corporate skills are not learnt in the classrooms but in corporate offices itself. So why not start early? Especially when there are willing patrons who are prepared to impart those skills because of their bond with their *alma mater*.

Moreover, the beauty of the whole thing is that what students are required to do as interns in respective CA's offices is closely linked with their commerce syllabi. Indeed, the CA offices have become laboratories for these students if not the extended classrooms.

The result of all these endeavours is that students have become more skilled and have assumed professional mannerisms which is standing them in good stead in academics and campus placements.

It is also heartening to see Marathi and Hindi medium students joining the programme and also completing it successfully. Usually keeping to themselves and short of confidence, these students are now matching their English medium counterparts shoulder to shoulder and also doing well in their classrooms.

GS-SUN has indeed enabled us achieve more goals in a year which we may not have been able to achieve in the entire duration of degree course.

Reasons to believe that GS-SUN is here to stay.

GS-SUN: Glimpses...



Evaluative Reports of Departments

Department of Commerce (Grant-in-aid)

1. **Name of the Department:** Department of Commerce
2. **Year of Establishment:** 1945
3. **Names of Programmes/Courses offered (UG,PG,M.Phil.,Ph.D., Integrated Masters; Integrated Ph.D.,etc.):**
 - **UG: B. Com. (Bachelor of Commerce)**
 - **PG: M.Com. (Master of Commerce)**
4. **Names of Interdisciplinary courses and the departments/units involved:**

Information Technology and Environment Studies
5. **Annual/semester/choice based credit system(programmewise):**

B.Com.: Annual
M.Com.: Semester
6. **Participation of the department in the courses offered by other departments:**

Faculty engages classes in our B.Com. (Self-financing) course when the need arises.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**

Value addition programmes in collaboration with NSE, TCS, MKCL and Tally Education.
8. **Details of courses/programmes discontinued (if any) with reasons :** Nil
9. **Number of teaching posts:**

Sr. No.	Subject & Designation	Sanctioned	Filled	Vacant
1	Principal (English)	1	1	0
2	Asstt. Professor(Commerce)	21	19	2
3	Asstt. Professor(English)	3	3	0
4	Asstt. Professor(Marathi)	1	1	0
5	Asstt. Professor(Hindi)	1	1	0
6	College Librarian	1	1	0
7	Director Phy.Education	2	2	0
	Total	30	28	2

10. Faculty profile with name, qualification, designation, specialization,(D.Sc./D.Litt./Ph.D./M.Phil.etc.)

Name	Qualifications	Designation	Specialization	Experience in yrs.	Ph.D. Guidance
Dr. N.Y. Khandait	M.A.,B.Ed.,M.Phil., Ph.D.	Principal	English	23	3
Dr. A.N.Sarda	M.Com., M.Phil., LL.B., Ph.D.	Asso. Prof.	Commerce	24	7
Dr. R. H. Nagarkar	M. Com., B. Ed., M. Phil., BMC., Ph. D.	Asstt. Prof.	Commerce	18	-
Prof. S. S. Kathaley	M.A. (Eng.), NET	Asso. Prof	English	18	-
Dr. P. M. Paradkar	M. LISC., SET., Ph. D	College Librarian	Lib. & Info. Sci.	22	2
Dr. B. M. Chachane	M. Com, M. Phil., B. LISC., Sc., Ph.D.	Asso. Prof	Commerce	15	-
Dr. D. V. Chavan	M. A.(Mar.), NET, M. Phil., B. Ed, Ph. D	Asso. Prof	Marathi	15	-
Prof. Y. H. Kedar	M. Com, M.Ed., B.A.(Addl.Eng)	Asstt. Prof	Commerce	15	-
Prof. P.S.Murarkar	M.A.(Eng.),NET,B.Ed., Dip. In French	Asstt. Prof	English	11	-
Dr. B. B. Kalpande	M.Com.,MA.,M. Phil., B.Ed.,Phd.	Asstt. Prof	Commerce	8	3
Dr. D. S. Kawday	M. Com., M. A., SET., MBA, MIRPM., Ph. D	Asstt. Prof	Commerce	8	-
Dr. A. B. Patle	M.Com.,M.Phil,M.A.(Eco.), Ph.D, GDCA	Asstt. Prof	Commerce	8	-
Dr. S.D.Morey	M.Com.,NET,M.Phil,Ph.D., GDCA	Asstt. Prof	Commerce	5	-
Dr. V.D. Nagdive	M.Com, M.A.,(Eco), M.A.(Pol.Sci.),SET	Asstt. Prof.	Commerce	5	-
Dr. R.T. Sahu	M.Com., B.Ed., Ph.D., NET	Asstt. Prof.	Commerce	5	-
Prof. R.J. Arora	M.Com., M.A. (Eco), B.Ed., SET	Asstt. Prof.	Commerce	5	-
Prof. V.N. Thangan	M.Com, M.B.A., M.A. NET(Com), NET(Mgt.) M.Phil.	Asstt Prof.	Commerce	4	-
Dr. N.H. Kalyani	M.A.(Hin. & Sans.), M.Phil, Ph. D. (Hin. & Sans.), NET(Sans.), SET(Hin)	Asstt. Prof.	Hindi	4	-
Dr. A. H. Sakalkale	M.P.Ed, Ph.D., SET, DCM	DPE	Phy. Edu.	4	-
Dr. M.R. Pandey	M.Com, M.Phil, Ph.D., MBA	Asstt. Prof.	Commerce	4	2
Prof. M.V. Purohit	M.Com, M.Phil, CS, NET	Asstt. Prof.	Commerce	3	-
Dr. N.D. Dharmadhikari	M.Com,M.Phil, B.Ed., Ph.D.	Asstt. Prof.	Commerce	24	-
Prof. P.S. Srivastava	M.Com, NET, CA-IPCC	Asstt. Prof.	Commerce	2	-
Prof. A. S. Jain	M.Com, NET, CA-IPCC, CS-Executive	Asstt. Prof.	Commerce	2	-
Prof. G. Ramesh	M.A., M.Phil. NET, PGDLT	Asstt. Prof.	English	2	-
Dr. N.Z. Hirani	M.Com., M.Phil., Ph.D., DHRM	Asstt. Prof.	Commerce	2	-
Prof. A J Tiwari	M.P.Ed.,NET	DPE	Phy.Edu.	2	-
Dr S.B. Mishra	M.Com., M.Phil., Ph.D.	Asstt. Prof.	Commerce	5	-

11. List of senior visiting faculty: NA

There is no provision for senior visiting faculty on a regular basis, but the Department regularly invites academicians of repute to deliver lectures/seminars for the benefit of students and teachers.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

- UG + PG: **13.44%** (57 out of 424)

13. Student-Teacher Ratio (programme wise):

- UG + PG: 1: 44

14. Number of academic support staff(technical) and administrative staff; sanctioned and filled

Sr. No.	Subject & Designation	Sanctioned Post	Post Filled in	Vacant Post
1	Registrar	1	0	1
2	Supintendent	1	1	0
3	Head Clerk	1	1	0
4	Senior Clerk	1	1	0
5	Junior Clerk	7	6	1
6	Junior Steno	1	1	0
7	Assistant Librarian	1	1	0
8	Library Attendant	6	6	0
9	Peon	8	6	2
	Total	27	23	4

15. Qualifications of teaching faculty with D.Sc/D.Litt/Ph.D/MPhil/PG.

As in # 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

During the last 4 years, the college has been involved in significant research activity through major and minor research projects sponsored by the UGC and other funding agencies as follows:

Sr. No	Name of the researcher	Name of the Project	Funding Agency	Funds allocated	Remark
Major Research Projects					
1	Dr D S Kawday	An impact of advertisement on teenage consumer in Nagpur city and its surrounding rural area	IIPA	3,90,000/-	Project Submitted
2	Dr D S Kawday	A study of the effect of Privatization on Higher Education in Rashtrasant Tukadoji Maharaj Nagpur University: A Critical Study	UGC	3,97,200/-	Project Submitted
3	Prof. P.R.Agrawal	A Comprehensive Study of Octroi and LBT and its Impact on Local authority, Businesses and General Public in Nagpur City	ICSSR	6,00,000/-	Transferred to G.S. College, Wardha

Minor Research Projects					
4	Dr.A.N.Sarda	The reforms in capital market and investors satisfaction –An analytical study of retail investors	UGC	1,00,000/-	Project Submitted
5	Dr.P.M. Paradkar	Institutional Repository	UGC	85,000/-	Work in Progress
6	Dr.Mrs.D.V. Chavan	A Study of Self Narratives by Doctors in Marathi Literature: A Social Perspective	UGC	65,000/-	Work in Progress
7	Dr.B.B. Kalpande	A Critical study of the Rural Development in Nagpur District of Vidharbha of Hingna Tahasil	UGC	1,15,000/-	Work in Progress
8	Dr.Ms.V.D. Nagdive	An analytical study of Contribution of State Bank of India in the Growth of Small Scale Industries in Nagpur District (2007-2010)	UGC	1,35,000/-	Work in Progress
9	Dr. Mrs. R.T. Sahu	An Analytical Study of Human Resource Development Aspect in the Himalaya Credit Co-operative Society Limited, Nagpur	UGC	1,15,000/-	Work in Progress
10	Dr.B.M. Chachane	Nagpur Shahar ke bhawan nirman shramikonka samajik avam aarthik adhyan (2007-2010)	UGC	1,00,000/-	Work in Progress
11	Dr.R.H.Nagar kar	Grahak Shikyat Nivaran Manch Nagpur Zilha Ka Vivad Niptara Aur Grahakoke Hit Saurakshanarth Karya Nishpadan Ka Visleshanantmak Evam Samikshatamak Adhyan	UGC	60,000/-	Work in Progress
12	Dr. N.H. Kalyani	Chandrasen Virat ke Geeton mein Sammanyik Chitan avam chetna	UGC	1,00,000/-	Work in Progress
13	Dr. N. Hirani	Challenges and issues of LBT faced by traders in Nagpur City	Institut -ion	15,000/-	Project Submitted
	Total			23,27,200/-	

17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR,etc.and total grants received :

As above.

18. Research Centre/facility recognized by the University?

The college has applied to the University for granting the status of ‘Centre for Higher Learning and Research’. The University’s LEC has visited the college and submitted its report to the University.
Final approval awaited.

19. Publications:

- Publication per faculty: **8.5**
(Total No. of publications (Books, Papers, Research Articles etc./ No. of Faculty members)
- Number of papers published by faculty and students in peer reviewed journals (national / international): **56(national) + 18(international)=74**
- Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):**Nil**
- Monographs: **NIL**
- Books Edited: **NIL**
- Books with ISBN/ISSN numbers with details of publishers: **32**
- Chapters in Books: **08**
- Citation Index: -

- SNIP Nil
- SJR Nil
- Impact factor: -
- h-index Nil

20. Areas of consultancy and income generated:

- It is a long term objective of the college to become a recognized and acknowledged Research and Consultancy Centre. The institute has always encouraged its faculty members to offer consultancy to the industry in particular and society in general though we are not yet into charging any consultancy fees.
- We propose to do so once we become a recognized Research Centre and offer ourselves for consultancy in an official manner.
- At present, our teachers visit industry and other organizations as experts and resource persons for academic matters. The following are some of the areas where we have offered consultancy to industry and other organizations on an honorary basis:
 - Services of the institute were sought by the NCRC (ICAR) for planning and executing their tests/interviews for recruitment of technical staff. We deputed our IT teachers for the same.
 - The college was approached by the District Collectorate for setting papers in Commerce subjects for an entrance examination ahead of some recruitment drive. The college deputed teachers for the same.
 - The college conducted the course for Store Manager including the syllabus design and teaching work at the instance of the District Industrial Centre

21. Faculty as members in

a) National committees b) International committees c) Editorial

- 01 faculty member nominated on Advisory Board of International Journal of Business Management & Social Sciences (IJBMS).
- 01 faculty member nominated on the Editorial Board.

22. Student projects

- a) Percentage of students who have done in-house projects including inter Departmental/programme:
- In-house projects:
 - All students of M. Com. (Semester IV) have to prepare independent research projects as per the requirement of the new semester pattern (2012 onwards).
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:
- The college students were involved in the Institutional Research Project on LBT.

23. Awards/Recognitions received by faculty and students:
(Faculty Members):

Sr.	Name of the Faculty Member	Award/Recognition	Agency
1	Dr. N.Y. Khandait	Nominated as Member on Academic Body by Hon'ble Vice-Chancellor, R.T.M. Nagpur University, Nagpur	UGC Academic Staff College, Nagpur
2	Dr. P.M.Paradkar	Nominated as Vice-President of SALIS, Nagpur Chapter	Society For Advancement of Library & Information Science, Chennai
3	Dr. A.N. Sarda	Nominated on International Advisory Board for Vol. 1 Issue 8(3), April 2012 ISSN No. 2249-7463	International Journal of Business Management & Social Sciences(IJBMSS)
4	Prof. A.B. Patle	Best NSS Programme Officer	RTM Nagpur University,
5	Prof. R.J. Arora	Member of Peer Committee to review Commerce Dept.(19 th March 2015)	LAD College, Nagpur
6	Prof. R.J. Arora	Awarded as one of the Popular Professor From Nagpur 2013	Times Group Nagpur
7	Prof. A.B. Patle	Letter of Appreciation for providing expertise in organization of 'Utkarsha:2011: State Level Social-Cultural Competition	NSS, Higher & Technical Education Dept. Govt. of Maharashtra
8	Prof. A.B. Patle	Letter of Appreciation for organization of Blood Donation Camp on 1/12/2011	Govt. Medical College and Hospital, Nagpur
9	Prof. S. A. Sahu	Letter of Appreciation for Blood Donation on 1/12/2011	Rajya Rakta Sankalan Parishad, Govt. of Maha.
10	Prof. R. Sahu	Letter of Appreciation for Blood Donation on 1/12/2011	Rajya Rakta Sankalan Parishad, Govt. of Maharashtra
11	Prof. R.J. Arora	Awarded as popular teacher from G.S. College, Nagpur 2006	Dainik Bhaskar Group Nagpur
12	Prof. P.M.Kolte	Dewang Mehta National Award for Best Teacher in Financial Mangement	Dewang Mehta Trust, Mumbai

(Students):

List of Merit holders M.Com.

Sr.	Name of Student	Course	Year	University Rank/CGPA	Marks obtained
1	Ms. Komal J. Sharma	M.Com	Summer 2014	2 nd /9.37	1208/1600
2	Ms. Pooja C. Gupta	M.Com	Summer 2014	4 th /9.25	1217/1600
3	Mr. Sumit S. Sen	M.Com	Summer 2014	5 th /9.19	1166/1600
4	Ms. Rukhsar M.A. Hussain	M.Com	Summer 2014	6 th /9.13	1165/1600
5	Mr. Vishal P. Khatri	M.Com	Summer 2014	6 th /9.13	1149/1600
6	Ms. Deepa S. Mangwani	M.Com	Summer 2014	6 th /9.13	1140/1600
7	Ms. Surbhi J. Shah	M.Com	Summer 2014	8 th /9.00	1053/1600
8	Mr. Raunak P. Shah	M.Com	Summer 2014	9/8.94	1154/1600
9	Ms. Shubhangi M. Bagde	M.Com	Summer 2014	9/8.94	1088/1600
10	Mr. Sarveshkumar S. Bhimte	M.Com	Summer 2014	9/8.94	1068/1600
11	Ms. Kamini Subhaschandra Sahani	M.Com	Summer 2013	2 nd	583/800

List of Merit Holders: B.Com.

Sr.	Name of Student	Course	Year	University Rank/CGPA	Marks obtained
1	Ms. Surbhi D. Thakur	B.Com(Final)	Summer 2014	1st	1503/2000
2	Ms. Mahima Vineet Bhatnagar	B.Com (Final)	Summer 2014	3 rd	1453/2000
3	Ms Deepika S. Chawala	B.Com(Final)	Summer 2014	5 th	1406/2000

4	Ms.Rashmi Ramrajsingh Kushwaha	B.Com (Final)	Summer 2013	8 th	1368/2000
5	Mr. AvinashKumar Amarnath Pandey	B.Com (Final)	Summer2011	4 th	1437/2000
6	Ms. Kamini Subhaschandra Sahani	B.Com (Final)	Summer2011	5 th	1435/2000
7	Ms. Shivani Sharad Karmarkar	B.Com (Final)	Summer2011	8 th	1401/2000

Other Major Achievements by students:

- Miss. Najuka Thote (M. Com.) awarded gold medal for scoring highest marks in OR (Session 2011-12)
 - Miss Surabhi D. Thakur has bagged **THREE GOLD MEDALS** from RTM Nagpur University for obtaining highest percentage of marks in B.Com. Final Examination held in Summer 2014.
 - Miss Mahima V. Bhatnagar received cash prize of Rs.800/- for securing highest marks in Statistics in B.Com. (Summer 2014) from RTM Nagpur University.
 - 3 of our students have earned national rankings in CS-F examinations.
 - One of our students has received Linux Red Hat certification after clearing a global examination.
 - Ms Priyanka Pande represented Nagpur University in the RD Parade 2014-15; the only student from the University
 - College Ball Badminton Team is University Champion for 2014-15.
 - One student represented in an international karate competition in Nepal.
 - Over a dozen students selected in various games in the University teams.
 - 4 of our students were selected for the national finals of CIMA Global Challenge competition held in Mumbai in 2015; they were one of the 27 teams across India.
 - Miss Kanchan Gupta and Miss Manisha Dhore won in 'Avishkar-State Level Competition' at District Level for their model on E-Banking.
 - Miss Puja Meshram won 1st Prize, Mr.Rupak Diwakar and Yogesh Shende won 2nd Prize and M.V.Ashadeepa won Third Prize in SM Quiz on General Knowledge in the session 2013.
 - Miss Shewta Mishra won 2nd Prize in Kamalnayan Bajaj Elocution Competition (Session 2012-13). Students have also won various other inter-college debate and other competitions.
 - Manisha Dhore and Gaurav Ingle won the 1st and 2nd prizes respectively in Shiksha Mandal's GK Competition.
 - Ms. Antara Pedulwar of B.Com I (E) won 3rd Prize for Semi-classical dance in the International Drama/Dance Festival at Cuttack.
- And others...

List of eminent academicians and scientists/visitors to the department:

The following are some of the eminent academicians and professionals who have visited the departments of B.Com. and M.Com. during the course of last five years:

Session	Name of the Scholar/Resource person	Topic
2014-15	Shri Tarun Das Ex Director General of CII	Different facets of Indian Budget of 2015-16; delivered on 16-07-14
	CA Piyush Somaiya (Vice President, Merrill Lynch Bank of America, UK	Interaction on 'Perspectives on Global Economy'(24 th December 2014)
	Dr. Gajavali V. S. Professor, IMT, Nagpur	Industrial Linkages
	Shri V. S. Rajagopalan President (Legal), Bajaj Finserv	Challenges before Indian Banking Sector; delivered on 24-02- 2015
	Dr. Kedarnath Banerjee Professor, ISCTE Business School, University Institute of Lisbon	Molecular Economic System; delivered on 10-03- 2015
	Dr. Shri Prakash Professor & Dean- Ph.D, Birla Institute of Management Technology, Delhi	Micro Perspective on Management; delivered on 10-03- 2015
	Shri Manish Nuwal, Executive Director, Solar Industries India Ltd.	COMNEXT keynote
2013-14	CA Mr. Khati and Ms. Varsha from National Stock Exchange, Mumbai	Investor Education Programme on 3-9-2013
	Shri Nilesh Sathe, Director & CEO, LIC NOMURA, Mumbai	COM-NEXT Keynote
	Mr. Anand Gokhale, Deputy Director, Ministry of Finance, Govt. of India	Anti- Money Laundering and Role of Financial Intelligence Unit in Countering Financial Terrorism on 10-09-2013
	Dr. Uma Vaidya, Vice-chancellor, Kavi Kulguru Kalidas Sanskrit University, Nagpur	Quality Parameters in Higher Education; delivered on 03-12-13
	Shri Prashant Joshi, Director, Mind Bloom Technologies, Nagpur	Use of Information Communication Technology in T/L; delivered on 03-12-13
	Dr. John Menachery, Principal, MSS Institute of Social work, Nagpur	Role of Assessment & Accreditation Bodies; delivered on 03-12-13
	Ms. Anupam Sanghi, Legal Panelist, Competition commission of India	Trade Regulator Competition Commission of India; delivered on 02-01-2014
2012-13	Shri Ranjit Gupta, President, Bajaj Finserv, Pune	Various Issues in Indian Insurance Sector; delivered on 27-12-12
	Dr. S. D. Page, Head, Information Technology Dept. NIA, Pune	Role of Information Technology in Insurance Sector; delivered on 27-12-12
	Shri V. Jeyaraman, Chief Financial Officer, Bajaj Allianz General Insurance co. Ltd	Overview of General Insurance; delivered on 27-12-12
2011-12	Shri M. D. Kabra Chief Commissioner of Income Tax, Nagpur	Why Should I Pay Tax? delivered on 18-08- 2011
	Shri Ramesh Chandak, CEO & MD, KEC International Ltd, Mumbai.	COMNEXT Keynote
	C.A. Shri Jaydeep Shah, Ex- President, ICAI	New Trends in Commerce Education
	Shri Madhav Aney, Faculty, Singapore University	Should we care about Economic growth?; delivered on 22-12-11
	Dr. Vinayak Deshpande, HoD, Dept. of BM, RTM, Nagpur University	Research Topic/Research Design; delivered on 03-04-12

24. Seminars/Conferences/Workshops organized & the source of funding

a) National

S. No.	Name Of Seminar	Name of the Sponsoring Agency	Venue & Date	Level*
1	Issues, Challenges and Innovations in Management	UGC	10 th March 2015	National
2	Dynamics of Indian Banking Sector: Emerging Trends, Challenges & Opportunities	UGC	24 th February 2015	National
3	National Seminar on Quality Sustenance in Higher Education	NAAC	3 rd December 2013	National
4	Global Scenario and New Trends in Indian Insurance Sector	UGC	27 th December 2012	National

b) International: Proposal sent to UGC

S. No.	Name Of Seminar	Name of the Sponsoring Agency	Venue & Date	Level*
1	Future of Global Growth in a Volatile World (Proposal Sent)	UGC	Waiting for confirmation by UGC	International

25. Student Profile:

Name of the Course/programme	Session	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
B.Com. I	2015-16	460	460	179	281	-
B.Com. II	2015-16	389	389	138	251	-
B.Com. III	2015-16	363	363	146	217	-
M.Com. I	2015-16	217	217	75	142	-
M.Com. II	2015-16	163	163	64	99	-
B.Com. I	2014-15	464	464	174	290	37.05%
B.Com. II	2014-15	404	404	166	238	56.68%
B.Com. III	2014-15	334	334	127	207	67.06%
M.Com. I	2014-15	200	200	89	111	70.05%
M.Com. II	2014-15	140	140	41	99	76.42%
B.Com I	2013-14	452	452	202	250	53.54%
B.Com II	2013-14	374	374	155	219	46.26%
B.Com III	2013-14	314	314	108	206	72.29%
M.Com I	2013-14	169	169	63	106	67.46%
M.Com II	2013-14	164	164	58	106	62.26%

*M=Male *F=Female

26. Diversity of Students: 2015-16

Name of the Course	% of students from the same state	%. Of students from other States	% of students from abroad
B.Com	95.21%(1154)	4.79% (58)	-
M.Com.	95.26%(362)	4.74%(18)	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.?

- We have our own NET coaching Centre which has so far produced 2 students in last two batches. One student has cleared NET on her own.
- Students are also passing Bank and other competitive examinations.
- Many of our students have passed CA/CS examinations while over 50 of them are currently pursuing these professional courses.

28. Student progression

Sr. No.	Student Progression	Batch 1 2014- 2015	Batch 2 2013-14	Batch 3 2012- 13	Batch 4 2011- 12	Batch 5 2010- 11
1	UG to PG	101	95	97	66	37
2	PG to M.Phil.	-	-	-	-	-
3	PG to Ph.D.		01	-	-	-
4	Employed (both 1 &2)					
	1. Campus selection	154	71	12	20	10
	2. Other than campus recruitment	15	70	31	30	40
	3. As per verification requests by employers	16	11	08	19	05

29. Details of Infrastructural facilities

- a) Library:**Available**
- b) Internet facilities for Staff & Students: **Available**
- c) Internet facilities for Staff & Students: **Available**
- d) Class rooms with ICT facility: **Available**
- e) Laboratories: **2computer labs; 1 English Language Lab available**

30. Number of students receiving financial assistance from college,university,Government or other agencies:

The following number of students received various scholarships from government over a period of last four years:

Sr. No	Financial aid	Academic session							
		2014-15		2013-14		2012-13		2011-12	
		No. of students	Amt. (Rs)	No. of students	Amt. (Rs)	No. of students	Amt. (Rs)	No. of students	Amt. (Rs)
1	GOI Scholarships	321	12,21,232	587	23,64,666/-	607	23,62,359/-	578	24,60,509/-
2	Freeships	02	4,394	11	22,914/-	18	34,987/-	13	26,843/-
3	EBC	11	495	19	855/-	21	945/-	27	1,215/-
4	State Govt. Open Merit	00	00	00	00	00	00	00	00
5	National Merit	00	00	00	00	00	00	00	00
6	Minority Scholarships	04	Awaited	02	9,820/-	00	00	03	18,820/-
7	Defence Personnel	03	1,185	03	1,185/-	03	1,185/-	01	245/-
8	Teachers' Wards	02	1,784	02	845/-	03	1,422/-	04	1,296/-

31. Details on student enrichment programmes (speciallectures/workshops/Seminar) with external experts

Name of the Guest	Program	Year
Shri Tarun Das Ex Director General of CII	Different facets of Indian Budget of 2015-16; delivered on 16-07-14	2014-15
Prof. Stephen DeGiulio, Senior English Language Fellow, US Embassy, RELO	One day workshop on 'Acquiring Advanced Communication Skills in English through Creativity and Spontaneity'	2014-15
CA Mr. Khati and Ms. Varsha from National Stock Exchange, Mumbai	Investor Education Programme on 3-9-2013	2013-14
Dr.Supantho Bhattacharya, Asso. Prof. Hislop College	Guest Lecture on 'Acquiring Communication Skills in English'	2013-14
Faculty of TCS	Skill Development Training	2013-14
Ms.Anushka Karira & team(CEO,Image Edge Institute)	Workshop on "Employability Enhancement"	2013-14
Dr.Manisha Rathi, Renowned Gynaecologist	'Healthy Lifestyle and Prevention of Cancer'	2013-14
CA Ranjit Dani	Industry Expectations for Employability	2013-14
Dr.CA Tejinder Singh Rawal (CEO,TS Rawal & Co.)	Guest Lecture on "Money Management for Youngsters"	2013-14
Dr.Leena Gahane, Asso.Prof, Anjuman College, Nagpur	Lecture on 'Save the Girl Child'	2012-13
Ms Snehal Bendre	'Workshop on soft Skills'	2012-13
Dr. Kshama Kedar, Asso.Prof, IGMCI, Nagpur	Lecture on 'Problems of Adolescent Girls'	2011-12
Shri M.D. Kabra, Chief Commisioner of Income Tax,	Lecture on 'Why Should I Pay Tax'	2011-12

Nagpur		
Dr.Shashi Wanjari, HoD, PG Teaching dept of Education	Lecture on 'Women Empowerment'	2010-11

32. Teaching methods adopted to improve student learning:

For an effective delivery of syllabus, the college has introduced quite a few innovative T/L methods like student seminars, case studies, projects, group discussions, preparation of commerce models and charts, role play etc.

In order to complement the curricular activity, the college has introduced some innovative co-curricular activities like Company Analysis, Commerce Quiz, Commerce Exhibition, Commerce Lab activities, Language study circle activities, film society activities etc.

Other Methods:

- Use of ICT-PPT Classes
- Interaction with eminent persons in the field of commerce and economics
- Industrial tours and visits
- Mnemonics

33. Participation in Institutional Social Responsibility (ISR) and Extension activities

- The Department supports all the activities taken up as institutional social responsibility and other extension activities. All the teachers participate in different Election duties allotted to them from time to time.
- They support donations from their salaries during National calamities. They co-operate in the conduct of various exams of the state government, local bodies, banks etc.
- Apart from these institutional responsibilities, the teachers help in the conduct of various extension activities like Blood donation camps, Literacy awareness programs, cleanliness campaigns, Visit to orphanages etc.
- Our M.Com students built two check dams for tigress and her two cubs and other wildlife in Kalmeshwar Forest Range.
- An injured 'Green Pigeon' (Bird of Maharashtra and a scheduled bird) found in the college campus was dutifully handed over to the forest dept. for care and treatment.
- Students of M.Com. Department participated in Global Tiger Day in coordination with Forest Department and NGO SPM.

34. SWOC analysis of the department and Future plans:

Strengths

- Fair and transparent admissions based on merit
- Core curriculum prescribed by the university supplemented by over a dozen value-added programs for optimum academic output
- Qualified and Competent faculty which keeps itself updated by undertaking research work, through participation in seminars/conferences etc
- Traditional methods of Teaching/Learning supplemented with innovative methods like seminars/case studies/research projects/industrial visits/PPT presentation.

- Innovative and value enrichment Internship training program GS-SUN offered to students for providing practical exposure
- GS-COMNEXT, annual inter-college academic event started which is a platform for discussing the latest in the field of trade, commerce and industry.
- MoU's with industries for tie-ups
- A strong feedback mechanism in place
- Regular classes and strict monitoring for absentees
- Mentorship program launched for proper assessment of students under various heads
- Excellent infrastructural support in the form of spacious classrooms, seminar hall, well stocked library with books, journals, computers, internet, ICT facilities etc.

Weaknesses:

- Less academic flexibility in core program as affiliated to the University
- Being a single faculty college, different core options not available
- Students' increasing inclination towards completion of professional courses of CA/CS, therefore less interest in regular B.Com course
- Limited campus placement opportunities
- Inappropriate job- orientation of M.Com course

Opportunities

- Students can pursue higher education e.g. M.Com, MBA, MCM etc.
- Student can opt for professional courses like CA, CS, CIMA etc.
- Students have numerous employment opportunities.
- Students can go into various sectors through competitive exams.
- Better scope for research work
- Emerging strong connectivity with alumni and internship of students' with successful alumni
- Expansion of Innovative Practices through adoption of Choice Based Credit System

Challenges

- To make students competent in acquiring jobs/placements
- To develop excellent communication skills in English
- To sustain quality
- To increase placements

Future Plans

- To apply for autonomy
- To develop infrastructure
- To achieve 100 % results and 100% placements

Two Best Practices:

B.Com.

- Commerce Study Circle
- Language Study Circle

The Department has formed Commerce and Language Study Circles for promoting innovative ideas through them. In the commerce study circle unique activities like commerce quiz, investor awareness program, company analysis competition, lectures and analysis of budget etc. are carried out. A commerce exhibition displaying posters, charts, models based on recent concepts in trade, commerce and industry is also organised and exhibited.

Two Best Practices:

M.Com.

Our M.Com. Department has introduced quite a few co-curricular practices for offering enrichment and unique learning experiences. We are pleased to highlight the following two:

Practice A

Title of the Practice: 'Circle Time'

Goal:

- To develop critical life skills;
- To develop positive attitude in students' in challenging situations;
- Building confidence & self-esteem;
- Listening and learning; Speaking and sharing;
- Developing trust & team spirit;
- Problem solving;
- Towards a strong values- base.

The Context

Ideally students' in circle time should be sitting in circles where each one can see the other. However, due to arrangement of benches in columns, the same is not possible. Certain issues when discussed, time is a constraint where the topic cannot be dealt with at length and with intensiveness.

Some students' do not respond to participation stimulus and are passive.

The activity is to avoid being judgmental to opinions and views. However, this sometimes does become difficult due to personalization of topics and issues.

The Practice

It is a group time where students sit together and spend time with each other. A topic is introduced in the group by one of the participants which relates to current issues/social issues/ events and experiences in growing years and student life like lack of concentration, eve-teasing, tackling peer pressures, conflict with guardians, friendships, discrimination, bullying, love vs arranged marriages, material wantsetc. It is usually practiced at least once in a month in an M.Com. class.

Towards holistic learning it is an activity where student-centric problems are discussed and solved.

The activity involves assisting the students in overcoming emotional barriers& complexities relating to physical imperfections, emotional aspects, etc. It also assists them in establishing focus & diversion of energies in productive avenues and developing goal orientation.

The activity is conducted with the belief that ‘youth learns better from youth’ & ‘youth understands the youth better’. The activity involves discussing issues and challenges faced by youth and solution for the same coming from within the group.

The activity has a rule-book of ‘maintenance of moratorium’ in sharing the talks and discussions during the activity with the outside world. The objective is to develop and retain the trust of the participants.

The limitation is less occurrence of the activity in Hindi and Marathi mediums compared to English medium classes.

Evidence of Success

The activity has developed an element of self-confidence, by and large, among the participants. Students have reported improvement in their ability to tackle stress and situations with calmness and maturity. It is responding rather than reacting.

The activity has also resulted in the participants developing trust and deeper friendships.

Above all, the activity has contributed in the dept. students’ evolving as confident and better human beings.

Problems Encountered and Resources Required

- Inability to undertake the activity for longer duration.
- Some students despite motivation do not participate very actively.

Practice B

Title of the Practice: ‘Power Point Presentation on Commerce & Economic Themes’

Goal:

- To create an understating among PG students’ on the topical issues in domestic and global economy;
- To develop healthy competition among the participants;
- To ensure that the students stay abreast of latest commerce events;
- To develop analytical skills ;
- To develop confidence in public speaking.

The Context

The presentations are on topical issues of Commerce & Economics like ‘Causes and Response to Depreciation of Indian Rupee’, ‘Approaches to Rural Development’, ‘Role of Monetary & Fiscal Policy’, ‘Indian Economy-Weakening of Macroeconomic Fundamentals’, etc. Students are also encouraged to participate in National Conferences and present their research papers.

Practice

The Paper Presentation requires students to research on the themes. They are expected to apply their knowledge in understanding the problem or issues related to the theme and provide solutions from their prospective.

The practice focuses on themes on macro-economics. The foremost objective is to inculcate research culture among the students and to provide a platform for developing and exhibiting their analytical and presentation skills. It aims at developing comprehension among the students of various macro-economic factors that are crucial in the working of an economy.

The competition is based on the theme chosen by the Dept. In-charge in consultation with other experts. In the first stage, the students are provided with the theme and knowledge locations. Participants are then asked to prepare PPTs and present the same on the competition date in front of a panel of expert judges.

5. Evidence of Success

The practice has been instrumental in:

- Developing soft skills;
- Developing analytical skills;
- It has encouraged a dialogue among students related to commerce and economic themes.
- It has improved their knowledge of current and important topical issues.
- Improved receptiveness of the topic due to audio-visual aids.
- It has resulted in the sharing of a wealth of knowledge from, with and by the PG students.

Problems Encountered and Resources Required

Participation is less from vernacular mediums. Sometimes, the participants who are making the presentation for the first time need to be assisted.

B.Com./M.Com. (Grant): Activities at a Glance...



CA Shri. Piyush Somya (Vice-President, Merrill Lynch Bank of America, UK) being welcomed



Guest Lecture by Shri. Anand Gokhale, Dy. Director, MoF, Govt. of India



Guest Lecture by CA Shri. T S Rawal



Guest Lecture by CA Shri. Ranjeet Dani



Three Day 'Employability Enhancement Workshop'



Lecture on Soft Skills



Guest Lecture by our alumnus Shri. Jaydeep Shah (Ex-President, ICAI)

Evaluative Reports of Departments

B. Com. (No-Grant) Department

1. **Name of the department:** B.Com (No-Grant)
2. **Year of Establishment:** 1987
3. **Names of Programmes:** UG (B.Com. / Self-financing)
4. **Names of Interdisciplinary courses and the departments/units involved:**
IT and Languages, Environmental Studies
5. **Annual/semester/choice based credit system (programme wise):** Annual
6. **Participation of the department in the courses offered by other departments:** NA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:** NA
9. **Number of teaching posts**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	Nil	Nil
Asst. Professors (Commerce)	3	3
Asst. Professors (Languages)	3 (Contributory)	3
Asst. Professors (IT)	1 (contributory)	Through IT Dept.

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D./M.Phil.etc.)**

Name	Qualification	Designation	Specialization	Experience	Ph.D. Students guided for the last 4 years
Prof. D. Rao	M.Com. MBA	Asst. Prof.	Commerce	2yrs	NIL
Prof. Raunak Shah	M.Com., B.Ed.	Asst. Prof.	Commerce	2 yrs	NIL
Ms. Kirti Singh	M.Com.	Asst. Prof.	Commerce	2 yrs	NIL
Ms. Rajani Sadwana	M.A. English	Asst. Prof.	English	3yrs	NIL
Prof. Pooja Saoji	M.A.	Asst. Prof.	Marathi	4yrs	NIL
Prof. D. Banerjee	M.A., NET	Asst. Prof.	Hindi	6yrs	NIL

Prof Sapna Mahalle	MCM, M.Com.	Asst. Prof.	IT	7yrs	NIL
Prof. Nitin Kapgate	M.Sc. (Bot)	Asst. Prof.	Environmental studies	4	Nil

11. List of senior visiting faculty: Not required. We go for guest lectures.

12. Percentage of lectures delivered and practical classes handled (programmewise) by temporary faculty:

Contributory teachers engage 7-8 lectures per week. % of lectures by contributory teachers comes to an average of 20%.

13. Student-Teacher Ratio (programme wise)

In 2014-15, we had on roll 245 students as against 14 regular and contributory teachers. The student-teacher ratio is 18:1.

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

The college has appointed separate non-teaching staff for all no-grant courses. There are not any department-wise appointments.

15. Qualifications of teaching faculty with D.Sc/D.Litt/Ph.D/MPhil/PG:

As given in point No 10.

16. Number of faculty with ongoing projects from a)National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre/facility recognized by the University: Nil

19. Publications:

a) Publicationperfaculty: Nil

* Number of papers published in peerre viewed journals (national/ International) by faculty and students: Nil

* Number of publications listed in International Database (For E.g.:Web of Science, Scopus, Humanities International Complete, Dare Database- International Social Sciences Directory,EBSCO host,etc.): Nil

* Monographs: Nil

* ChapterinBooks: Nil

- * Books Edited: Nil
- * Books with ISBN/ISSN numbers with details of publishers: Nil
- * Citation Index: Nil
- * SNIP: Nil
- * SJR: Nil
- * Impact factor: Nil
- * h-index

20. Areas of consultancy and income generated: Nil

21. Faculty as members in:

- a) National committees: Nil
- b) International Committees: Nil
- c) Editorial Boards: Nil

22. Student projects: Nil

- a. Percentage of students who have done in-house projects including inter departmental programme: Nil
- b. Percentage of students placed for projects in organizations out side the institution i.e. in Research laboratories/Industry/ other agencies: Nil

23. Awards/Recognitions received by faculty and students

Session: 2014-15

- Rohit Madavi from B.Com. II selected in **University's Best Physique Team**

Session: 2013-14

- Ms. Shahnaz Parveen Khursheed B.Com I (E3) won 1st prize in Mehendi Competition at R.S. Mundle Commerce College, Dharampeth, Nagpur.
- Ms. Arshee Khan from B.Com III (E3) won Best Costume award at Hislop College.

Session: 2012-13

- Our student of B.Com. II E3 Kunal Lakhotia participated in International Dance Competition organized by Akhil Bhartiya Maheshwary Yuva Sangathan, Indore and won 2nd Prize.
- Our students have participated in inter college dance competition held in Hislop college, NIT College and won second position in both.

Session: 2011-12

- General Knowledge Test was organized by Shiksha Mandal, Wardha. Monti Barua (B.Com-III E3), Mandhata Yadav (B.Com. II E3), Madhurima Das (B.Com. I E3) have been awarded 2nd, 3rd & Consolation Prize respectively.

Awards/Recognitions received by Faculty: Nil**24. List of eminent academicians and scientists/visitors to the department:**

Nil.

The college regularly invites renowned professionals for guest lectures and events. Our students participate in these events on a regular basis.

25. Seminars/Conferences/Workshops organized & the source of funding: Nil

a) National: Nil

b) International: Nil

26. Student profile programme/course wise:

Course	Session	Applications Received	Selected	Enrolled		Pass Percentage
				M	F	
B.Com. I	2015-16	279	93	51	42	-
B.Com. II		87	87	30	57	-
B.Com. III		62	62	34	28	-
B.Com. I	2014-15	366	96	37	59	47.92
B.Com. II		80	70	39	31	56.06
B.Com. III		85	79	46	33	69.23
B.Com. I	2013-14	215	78	44	34	44.59
B.Com. II		80	77	47	30	52.05
B.Com. III		90	84	38	46	69.04

*M = Male *F = Female

27. Diversity of Students

Name of the Course	Session	% of students from the same state	% of students from the other state	% of students from abroad
B.Com. (No Grant)	2015-16	229 (95%)	13 (5%)	NIL
	2014-15	229 (94%)	16 (6%)	NIL
	2013-14	202 (87%)	37 (13%)	NIL
	2012-13	245 (88%)	31 (12%)	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? : Nil

29. Student progression

Student progression	Against % enrolled	
UG to PG	Year	%
	2014-15	34%
	2013-14	32%
	2012-13	30%
	2011-12	27%
	2010-11	20%
PG to M.Phil.	Nil	
PG to Ph.D.	Nil	
Ph.D. to Post-Doctoral	Nil	
Employed •	Year	No. of Students
Campus selection • Other than campus recruitment	2014-15	17
	2013-14	04
	Nil	Nil
Entrepreneurship/Self-employment	----	

30. Details of Infrastructural facilities

- a) Library: **Available**
- b) Internet facilities for Staff & Students: **Available**
- c) Class rooms with ICT facility: **Available**
- d) Laboratories: **Available**

31. Number of students receiving financial assistance from college, university, Government or other agencies:

SC/ST category wise scholarship information

Year	SC	ST	Total
2014-15	22	4	26
2013-14	32	4	36
2012-13	29	2	31
2011-12	30	3	33

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts

Session	Date	Name of the Expert	Designation	Subject Area
2014-15	30/08/14	Prof. Anupam Kher	Dean, Training & Placement Cell of Shri Ramdeobaba Engineering , Nagpur	Interview Cracking Techniques
2012-13	31/08/12	Mr. Rajendra Benodekar	Chief Manager, SBI Zonal office, Nagpur	Role of SBI towards Education Career Building of the students
2011-12	20/09/11	Dr. Suresh Jadhav	Director of Premier Academy for Administative Services	Mantras of Cracking Competitive Exams
	2/9/2011	Dr. Nitin Vighne	Convenor, Training & Placement Cell of G.S. College, DSMR, Nagpur	Career Planning & Goal Setting

33. Teaching methods adopted to improve student learning:

PPT, Seminars, Group Discussion, Question Answer session etc.

34.Participation in Institutional Social Responsibility(ISR) and Extension activities:

- National Service scheme
- Awareness rallies on international yoga day
- Awareness programme on Anti-tobacco day
- Anti-corruption rallies
- Street plays on alcohol, ragging, AIDS

35. SWOT analysis of the department and Futureplans:

As per our perception the following are our Strengths, Weaknesses, Opportunities, Threats & Future Plans

Strengths:

- Committed faculty members; bonding with students
- Interdisciplinary and experiential education at graduate level.
- Strong mechanism for co-curricular/extra-curricular events
- Competent infrastructure
- ICT-enabled technology available
- Value-addition courses
- Classrooms are equipped with modern equipment.

Weaknesses:

- Curriculum too stretched for additional activities.
- Self-financing courses restrict the admissions of poor students
- Poor research output
- Poor publication output
- No collaboration between college and other trade associations

Opportunities:

- Students have the potential to match the performances of grant-in-aid courses
- Number of students pursuing other professional courses for employability
- Progression for higher studies

- Students Internship with eminent and reputed CAs
- Good number of job placements with renowned companies

Threats:

- Risk of losing good faculties who look for permanent & better opportunities.
- Technology changes that affect future growth and productivity.
- Students from poorer section may not prefer self-financing courses in the long run

Future Plans:

- The college is applying for autonomy which will enable us to introduce new courses
- More emphasis on result improvement
- Strengthen career guidance and placement structure for more placements
- Collaboration with industry for internships/placements

Best Practices

A. Class Room Seminars & Competitions

- **Title of the Practice: Class Room Seminars & Competitions**

- **Goal:**

1. To enhance the subject knowledge of the students.
2. Encouragement for Self-study
3. Encouragement for reading reference books
4. Use of computer and internet facilities for updating the knowledge.
5. Presentation & communication skills are developed along with self confidence
6. Teaching and learning becomes a happy experience for both teacher and student.

- **The Context:**

For students, only classroom teaching is not enough. We have to groom the students for the professional world as well and conducting class room seminars & competitions is the best way to do that. Through this, they lose stage fear and become more confident in presenting themselves and communicating their ideas.

- **The Practice:**

To make a topic interesting and increase the involvement of the students we conduct class room seminars& Competitions.We organize class room seminars for the final year students covering various topics like Management, Economics, Business Communication & Finance etc. and debate and elocution competitions on current affairs. A topic is allotted to the student from the syllabus as per his/her choice or interest. Students take keen interest in the topic which is selected by

them. At least fifteen days are given for preparation of the topic. The student delivers the seminar in the class through PowerPoint presentation only. 15 to 20 students participate and almost the whole class is present.

- **Evidence of the success:**

Owing to the above practice, students have become better communicators and developed more confidence. They are also performing well in co- and extra-curricular events in addition to scoring good marks in the examinations.

- **Problem encountered & Resources required:**

The students hesitate to participate readily in the competitions and seminars and need a lot of pushing and motivation from teacher due to their lack of good communication skills. But teachers bring them around.

Thanks to the support from college, we do not face any problems in the organization of any event.

B. Industrial and Institutional visits

- **Title of the Practice: Industrial and Institutional visits**

- **Goal:**

1. To provide to students a practical perspective on the real world.
2. To help the students in learning working methods and employment practices.
3. To give them exposure to current work practices as opposed to theoretical knowledge being taught at college.
4. To provide an excellent opportunity to interact with industries and know more about industrial environment.

- **The Context:**

We teach lot of theory in classrooms but some portion of syllabus is best comprehended through practical experience. Industrial visits or institutional visits are therefore very necessary though the syllabus does not prescribe them categorically.

- **The Practice:**

To enrich students' competency as a commerce student, Industrial & Institutional visits are conducted very year. It provides exposure to the second & final year students with industrial environment as well as widens the scope of commerce. The students are benefited in terms of technical details and practical knowledge provided by the company.

- **Evidence of the success:**

There is a marked rise in students' confidence level about the subject matter after an industrial visit. Some of the visits that we took have been to nearby factories as well as to the NagVidarbha Chamber of Commerce (NVCC). All students are keen to go to such places and eagerly participate in the event.

Students also prepare a report of the visit which adds to their skills.

- **Problem encountered & Resources required:**

Only restricted students can be taken to industrial or institutional visit as buses cannot accommodate more than stipulated capacity. All students can't be taken together. We, however, ensure that each student gets to go on industrial visit once in his graduation.

B.Com. (No-Grant): Activities at a Glance...

 <p>Industrial Visit to NVCC, Nagpur</p>	 <p>Interaction with students at NVCC</p>
 <p>Industrial Visit to Tirupati Flour Mill, Kalmeshwar</p>	 <p>Industrial Visit to Mangrul Mills, Nagpur</p>
 <p>Teachers Day Celebration</p>	 <p>Industrial visit to Shri Babasaheb Kedar Sahakari Sutyirni, Hingna</p>

Evaluative Reports of Departments

Department of B.Com. (Computer Application)

1. **Name of the department:** B.Com. (Computer Application)
 2. **Year of Establishment :** 2006-07
 3. **Names of Programmes/Courses offered:**
 - B.Com. (Computer Application)
 - Computerized Accountancy
 - Certificate Course in Basic Computer Skills
 - Computer Awareness Programme under 'Digital India Campaign'
 - IT subjects in B. Com./B.B.A. courses
 4. **Names of Interdisciplinary courses and the departments/units involved:**
 - Commerce (B.Com.)
 - B.B.A.
 5. **Annual/ semester/choice based credit system (programme wise):**
Annual
 6. **Participation of the department in the courses offered by other departments:**
 - Commerce (B.Com)
 - B.B.A.
 - TCS's BPS
 - NSE's NCFM
 - MKCL's PFM
 - GS-SUN Grooming Programme
 - NET/SET and Competitive Examinations
- The department also provides technical assistance in hardware and software as and whenever needed to each and every department of the college.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
NIL
 8. **Details of courses/programmes discontinued (if any) with reasons:** NIL
 9. **Number of Teaching posts**

Post	Sanctioned	Filled
Professor	-	-
Associate Professors	-	-
Asst. Professors (Computer)	09	07
Asst. Professor (Commerce)	01	-

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.),

Name	Qualification	Designation	Specialization	Experience	Ph.D.Students guided for the last 4 years
Mr Pravin Yadao	PGDCCA, MCM	Asst. Prof	IT	10 yrs	NIL
Ms Sapna Mahale	MCM, M.Com.	Asst. Prof	IT	07 yrs	NIL
Ms Nikita Khetan	MCM, M.Com.	Asst. Prof	IT	05 yrs	NIL
Mr Rahul Tiwari	MCM, M.Com.	Asst. Prof	IT	01 yrs	NIL
Ms Sushma Gawande	M.Sc., MCM	Asst. Prof	IT	12 yrs	NIL
Ms Preeti Rangari	MCM, MBA	Asst. Prof	IT	03 yrs	NIL
Ms Prajcta Deshpande	MCM	Asst. Prof	IT	01 yrs	NIL

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NIL

13. Student -Teacher Ratio (programme wise): 28:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

The college has appointed separate staff for all no-grant courses so no separate staff for the department except a lab attendant.

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG.

As in # 10

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: NIL

18. Research Centre /facility recognized by the University: NIL

19. Publications: NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in a) National committees b) International Committees c) Editorial Boards: NIL

22. Student projects

- a) Percentage of students who have done in-house projects including inter departmental/programme

Year	No of Projects
2014-15	32
2013-14	33
2012-13	48
2011-12	48
2010-11	41

100% Students have prepared projects in software development and web development.

- b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies - Nil

23. Awards / Recognitions received by faculty and students.

Year	Achievements of Students
2014-15	<ul style="list-style-type: none">Shefali Chaurasiya won 2nd prize in State Level Competition “Utkarsh (NSS) held at Pune.
2013-14	<ul style="list-style-type: none">Priya Daga & Pallavi Mishra won 1st prize in National Level Seminar.Bindhu Kirti Vasan won 3rd prize in National Level Paper Presentation Competition
2012-13	<ul style="list-style-type: none">Ashay Vijay Gadge 2nd University MeritM V Ankit won 1st prize in State Level Paper Presentation Competition.
2011-12	<ul style="list-style-type: none">Pankaj Tiwari, 1st University MeritDinesh Godhani 10th University MeritKshitij Halbe won 1st prize in GK test of SM, Wardha & also won 1st prize in Quiz Competition in Cultural Festival “Yuvarang” of RTMNU & also SM, Wardha.M V Ankit secured 3rd position in Paper Presentation at Wardha.
2010-11	<ul style="list-style-type: none">Ashish Musale & Nidhi Jain’s project selected at National Level.Ashay Gadge won 2nd position in singing competition Zonal level at Mumbai & 3rd position at Kolhapur.Ashwin Kamade secured 3rd position at Wardha in Inter Collegiate Seminar Competition.

24. List of eminent academicians and scientists / visitors to the department

The following prominent personalities have visited the department so far:

- Shri Nilesh Sathe, CEO, LIC Nomura, Mumbai
- Shri Jaydeep Shah, Ex-President, ICAI
- Dr Prakash Kumbhare, Senior Scientist, NEERI, Nagpur
- Dr Satish Sharma, HOD, Department of Electronics and Computer Science, RTM Nagpur University
- Dr P K Butey, Associate Professor, Computer Science, KNC, Nagpur
- Dr Vinay Chavan, Associate Professor, Computer Science, Porwal, Kamptee
- CA Swapnil Agrawal, Nagpur

- CA Abhijeet Kelkar, Nagpur
- CA Rajesh Jain, Nagpur

Seminars/ Conferences/Workshops organized & the source of funding -Nil

- National
- International

25. Student profile programme/course wise:

Programme	Batch	Applications Received	Selected	Enrolled		Pass Percentage
				M	F	
B.Com. (Computer Application)	2015-16	265	195	102	93	-
	2014-15	328	168	84	84	77.78%
	2013-14	289	214	113	101	90.76%
Computerized Accounting	2015-16	20	20	12	08	100%
	2014-15	24	24	11	13	100%
Basic Computer Skills	2015-16	25	25	15	10	-
	2014-15	22	22	13	09	100%
	2013-14	17	17	08	09	100%
GS-SUN Grooming Course	2015-16	140	51	24	27	-
	2014-15	30	10	02	08	100%
	2013-14	120	60	23	37	100%

*M = Male *F = Female

26. Diversity of Students

Name of the Course	Session	% of students from the same state	% of students from the same state	% of students from abroad
B.Com. (Computer Application)	2015-16	93.00% (182)	7.00% (13)	NIL
	2014-15	99.65% (34)	0.35% (01)	NIL
	2013-14	84.52% (68)	15.48% (18)	NIL
	2012-13	88.95% (72)	11.05% (13)	NIL

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc?

- Shoaib Ali cleared UPSC's Asst. Labor Commissioner Examination with all-India rank #4.
- Ankit Rao selected at HCL-Google Inc., Hyderabad

28. Student progression

Student Progression	Against % enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	52(25%)
• Other than campus recruitment	
Entrepreneurship/Self-employment	Nil

29. Details of Infrastructural facilities

Sr. No	Facilities	Remarks
1	Library	1 attached with main library
2	Internet facility for staff and students (10 MBPS on Optical Fiber)	On 80 computers
3	Classrooms with ICT facilities	02
4	Laboratories	Two computer labs with 80 computers

30. Number of students receiving financial assistance from college, university, government or other agencies

	2014-2015	2013-2014	2012-2013	2010-2011
SMW/College	02	02	01	---
Government Scholarship	29	28	29	137
Other Agencies	Nil	Nil	Nil	Nil

31. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

The department conducted the following guest lectures during the course of last five years:

Session	Date	Name of the Expert	Subject Area
2014-15	05/03/2015	Dr Archana Dadhe, Asst.Prof,DMSR,	A Study of Impact of Fiscal policy on Economic Development
	02/02/2015	Mr Ankit Rao, HCL-Google, Hyderabad	How to work in Software companies?
	02/10/2014	Prof Samir Padole, Asst.Prof, DMSR	Various Applications of Excel
	04/09/2014	Dr O Talib, Director, DMSR	Business Law
2013-14	20/12/2013	Dr Manoj Pande, Asst.Prof, G.S. College,	Campus Recruitment Process
	07/12/2013	Mrs Gurushree Ramesh, Asst.Prof, G.S.College	Cambridge Council English Course
	05/09/2013	Dr N M Kulkarni, Associate Professor, Ambedkar College, Nagpur	Management
	02/07/2013	Prof S Kathaley, Asso.Prof, G.S. College,Nagpur	Lecture on 'How to reduce grammatical mistakes'
2012-13	12/12/2012	Dr Satish Shrivastava, Asst.Prof, DMSR	Personality Development
	10/08/2012	Mr Manoj Rai, Director, Network Hub, Nagpur	Networking
2011-12	29/02/2012	Dr U A Lanjewar, Ex-Director, DMSR, Nagpur	Use of ICT
	12/09/2011	Dr P M Paradkar, Librarian, G.SCollege	Inflibnet
	25/08/2011	Prof Y Kedar, Asst.Prof, G.SCollege,	Guidance on Preparation for Examination

	15/12/2011	Dr Gharpure, Asst Professor, G H Raisoni College, Nagpur	Guidance for Software Project Development
	23/11/2011	Dr D C Jain, Asso.Prof G.S. College, Nagpur	Cost Management Account
2010-11	23/12/2010	Prof Manjiri Vyavahare, Asst Professor, IICC Campus, Nagpur	Guidance For Software Project Development
	25/10/2010	Adv Murthy, Nagpur	Company Law

32. Teaching methods adopted to improve student learning

- A/V aids for the teaching purpose
- Power point presentations based lectures
- Focus on Practical approach for independent learning
- Industrial visits for better industry exposure
- Guest Lectures
- Classroom seminars with PPT
- Started Tech-Pro, an inter-collegiate seminar competition for the enhancement of students.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities

Students participated in NSS and NCC

- Spreading computer literacy through 'Digital India' computer programme
- Department conducts online examinations of Government and other bodies
- Students of the department participate in activities of NSS/NCC
- Faculty helps in various Election duties allotted by the Government
- Faculty contributes to relief funds whenever necessary
- Partntribution of faculty in the Conduct of various Value Added Courses.
- Students/staff participate in shramdan/plantation drives undertaken by the college

Special Responsibilities given to the Department by the college:

- College Website prepared and maintained by the department
- Department manages the college biometric attendance machine
- Department manages the CCTV system
- Department provides the hardware and networking support to all the departments of the college.
- Helps in organizing the college FDP's/ICT workshops

34. SWOC analysis of the department and Future plans

Strengths:

- Enjoy the trust of students and parents
- Qualified faculty
- Competent infrastructure
- Consistently good results and merits

- Value-addition courses
- Innovative T/L activity
- Students are expert in projects
- Good placements

Weaknesses:

- No flexibility in designing or modifying the core syllabus.
- The course is out of reach of poor students being self-financing
- Government has withdrawn scholarships for OBC students resulting in drop in intake
- Poor Research
- No research publication by faculty

Opportunities:

- Can develop into a full-fledged Computer Department
- Can start new computer courses
- There are tremendous opportunities for the department as new technologies are coming over the years. So lot of scope for new syllabus/modules
- Education is incomplete without IT so the department has a great role to play
- We can provide our inputs for the success of Digital India mission
- Can create more placement opportunities for students

Challenges:

- Too many colleges offering B.Com.(CA) has resulted in tough competition
- Students from M/H mediums find it difficult to cope with English language
- Some financial help is necessary for students from EBC in the absence of scholarships
- We have to always keep abreast of newer technologies and update ourselves.
- Our aim is to achieve the target of 100% result and 100% placements.

The following are the future plans for the department:

- Start new courses after autonomy
- Design a PG course as a natural progression for B.Com. (CA)
- Start some value-addition and skill-oriented add-on courses for better employability

Best Practices of the Department:

A. AARAMBH

- **Title of the Practice – ‘Aarambh’**

Aarambh.... the journey begins: This is an annual departmental activity in which we welcome new students of the department. This is the general welcome programme but we make it special for the juniors by conducting a special seminar by the senior students.

- **Goal:**
 - ✓ To initiate new students into a vibrant academic culture and to give them a taste of exciting new world of IT
 - ✓ To encourage independent learning and research habits among students
 - ✓ To improve students' presentation skills
 - ✓ To apprise students with the latest technologies
 - ✓ To build teamwork among students
- **The Practice**

We conduct the activity in two segments i.e. Technical Session and the Cultural activities. In the technical session presentations are made by a team of students of final year on a given theme each year. So far we have covered the following themes:

 - ✓ 2015-16: 'Digital India'
 - ✓ 2014-15: 'Artificial Intelligence'
 - ✓ 2013-14: 'Android'
 - ✓ 2012-13: 'Cloud Computing'
 - ✓ 2011-12: 'New IT trends'
- **Impact:**

For technical sessions, students make PPT presentation with the help of different books, websites, latest journals etc. They discuss key points with their team members and staff members and gain more knowledge of latest technology and trends. While searching and discussing the topic students automatically improve their inner skills and they learn how to make a professional presentation and time management to deliver the particular subject. With the help of this, they make their power point presentation and express their views on that topic in front of the junior students. They definitely improve their technique and communication skills. As a result our students are regularly winning inter-college presentation competitions on a regular basis.

All the students actively participate in this programme and show splendid team work in organizing various activities like class room decoration, making posters and invitation cards etc. They learn tricks of event management by applying their ideas and talent. They also learn how to tackle with external parties like caterers, decorators, sound system etc.

The Cultural Session sees the organization of singing and fun games followed by lunch. The programme is largely attended. Press is also invited to cover the event.

B. 'Tech-Pro: A Project Seminar'

- **Title of the Practice: 'Tech-Pro: A Project Seminar'**
- **Goal:**
 - ✓ To encourage independent learning and research habits among students
 - ✓ To improve students' Project skills
 - ✓ To improve students' presentation skills

- ✓ To provide platform for students of B.Com. (CA) for increasing their awareness about the latest technologies
- **Context:**

Final Year students have to prepare their projects based on the Visual Basic and Web Designing as per their syllabi. In order to perfect their projects and also help them out on presentation front, we have been regularly organizing in-house project competitions for Final Year students.

From 2014-15, as per the suggestion of our IQAC, we made it open to the other colleges conducting B.Com.(CA) course.

In the first year total thirteen (13) different colleges participated
- **ThePractice:**

The Department has been conducting this competition for its own students from last six years. But from last year this activity is conducted as an inter-collegiate project competition at University level.

Accordingly, the college extended invitations to students/teams from select colleges on the themes covered in their syllabus.

Students also were asked to make presentations on any unique topic related to syllabus which could be developed into an independent project.

All the students of the Department participate in various levels like organizing, making the brochures of the competition and printing of invitation cards for the other colleges etc. Students visit different colleges and make them aware them about the activity. We select the best project from our Department for this competition by organizing classroom seminars on the software projects. The other colleges also send their best project for this competition.

We have strong hope that this activity will play a big role to set as a mile stone in their life.
- **Evidence of Success:**

We got as many as 13 entries this year though we gave very little time to other colleges to send their entries.

All the First year and second year students willingly participated in the activity and they observe all the presentations keenly. They also got the ideas for their software projects.

While making project for a competition purpose, students learn lots of things that will be helpful for their campus placement.
- **Problems encountered and resource required:**

To organize such activities funds are required. We are very much thankful to our college and management for providing all support and encouragement which ruled out every problem.

B.Com. (CA): Activities at a Glance...



Induction Program 'AARAMBH'



Students and Staff in AARAMBH



Intercollegiate Competition – 'Tech Pro'



Judges in 'Tech Pro – 2015'



Industrial Tour, Videocon, Aurangabad



Industrial Visit to Amul, Gujrat



Project Seminar of Students



Teacher's Day

Evaluative Reports of Departments

Department of B.B.A

1. Name of the department: B.B.A.

2. Year of Establishment: 2007-08

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

B.B.A. (Bachelor of Business Administration)

4. Names of Interdisciplinary courses and the departments/units involved: NIL

5. Annual/ semester/choice based credit system (programme wise):

Annual

6. Participation of the department in the courses offered by other departments:

NIL

7. Courses in collaboration with other universities, industries, foreign institutions: NIL

8. Details of courses/programmes discontinued (if any) with reasons: NIL

9. Number of teaching posts

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	-
Asst. Professors	4	4

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Sr. No.	Name	Qualification	Designation	Specialization	Teaching Experience	Ph.D. Students guided in four years
1	Dr Owais Talib	M.B.A., Ph.D.	Coordinator	Marketing	10 yrs.	04
2	Dr Sudhir Pode	M.B.A., Ph.D.	Asst. Prof.	Marketing	12 yrs	Nil
3	Prof Afsar Sheikh	M.Com. NET	Asst. Prof.	Finance	12yrs	Nil
4	Prof. G. Godani	M.B.A. NET	Asst. Prof.	Marketing	2yrs	Nil
5	Ms Sarita Singh	M.B.A.	Asst. Prof. (ad-hoc)	HR	3yrs	Nil

11. List of senior visiting faculty:

Our M.B.A. faculty regularly engages classes as guest faculty as we want B.B.A. students to be oriented towards M.B.A. programme.

12. Percentage of lectures delivered and practical classes handled (programme wise):

There are no temporary hands. All the teachers are appointed on full-time/contract/ad-hoc basis.

Only in case of an IT subject of CAB, we have to get help from our own IT department which also appoints full-time teachers.

13. Student -Teacher Ratio (programme wise)

2015-16: Students: 203; teachers 4

Student-Teacher Ratio: 50:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

The college has appointed a separate staff for all no-grant courses so no separate staff for the department. Each department is, however, given a separate peon.

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil / PG:

As cited in # 10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL**17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received.**

We participated in the college's Major Research Project titled 'Impact of TV Advertisement on Teenagers' funded by IIPA, New Delhi under the guidance of co-ordinator Dr. Owais Talib between 2011 & 14.

18. Research Centre /facility recognized by the University: The College has applied to the University for 'Centre for Higher Learning and Research'; approval awaited.

19. Publications:

* a) Publication per faculty: 0.5

* Number of papers published in peer reviewed journals (national / International) by faculty and students: None

* Number of publications listed in International Database (For E.g.: Web of Science, Scopus, and Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): None

* Monographs: NIL

* Chapter in Books: NIL

* Books Edited: NIL

* Books with ISBN/ISSN numbers with details of publishers:

Sr. No.	Author	Title	Publishers	ISBN
1	Dr. Sudhir Pote	Organizational Behaviour	Central Techno publication, Nagpur	978-81-89178-62-8
2	Dr. Sudhir Pote	Performance Management and Compensation	Thakur Publication, Nagpur	978-93-82249-82-5

* Citation Index: NIL

* SNIP: NIL

* SJR: NIL

* Impact factor: NIL

* H-index: NIL

20.Areas of consultancy and income generated: NIL

21.Faculty as members in

a) National committees b) International Committees c) Editorial Boards: NIL

22.Student projects:

a) Percentage of students who have done in-house projects including inter departmental/programme:

It is obligatory for all BBA final year students to undertake research projects on any of the three streams viz. Marketing, Human Resource and Finance which they opt as a specialization subject.

The students are supposed to pay visits after the college hours to their respective organizations or companies on which they are conducting research activity. 100% students complete this research mandatorily as it gives them insight into the practical aspects of the corporate sector.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:

NIL, except those who participated in IIPA project.

23. Awards/Recognition received by faculty and students

Merits:

Name of the Students	Programme	Year	Rank	Marks
Ms. Ekta Nankani	B.B.A.	Summer 2014	1st	1598/2000
Ms. Afrin Naushad Sayed	B.B.A.	Summer 2013	2 nd	1536/2000
Mr. Vinay Pradeep Asati	B.B.A.	Summer 2013	6 th	1511/2000
Ms. Sangeeta Kumari Singh	B.B.A.	Summer 2013	9 th	1497/2000

Extra-curricular Activities:

Sr. No	Year	Name of Student	Award
1.	2014-15	Ms.Ayushi Mishra	II prize at University Level Singing Competition
2.	2014-15	Mr.Atul Barapatre	Won University level Ball Badminton Competition at Wardha
3.	2013-14	Mr.Aniket Jadhao	I prize in Essay competition organized by Syndicate Bank, Nagpur
4.	2013-14	Mr.Milind Gajbhiye	III prize in Essay competition organized by Syndicate Bank, Nagpur
5.	2012-13	Team of 5 students	Won II prize in Management Move Revue Competition organized by K.D.K college, Nagpur
6.	2012-13	Team of 4 students	Won II prize in Brand Promotion competition organized by J.D.College of Engineering, Nagpur
7	2011-12	Ms. Afreen Syed	Secured II position in BBA I exam of RTMNU

100% result with 1st merit in Nagpur University.

It's been said that hard work pays off...

Over the years the BBA department has been providing extremely good results and in the year 2013-14 and for the first time, BBA department produced 100% result with Ekta Nankani featuring as the 1st University topper in the entire Nagpur University. This result has set a benchmark for the BBA department to achieve every year.

24. List of eminent academicians and scientists / visitors to the department:

The college regularly receives visits by eminent professionals. Our M.B.A. department also invites experts all the time. We take our students to such events.

For B.B.A. exclusively we invited Ms. Piyali Kanabar, an Expert on Personality Development for a guest lecture.

25.Seminars/ Conferences/Workshops organized & the source of funding

a) National: NIL

b) International: NIL

26. Student profile programme /course wise:

Course	Session	Applications Received	Selected	Enrolled		Pass Percentage
				M	F	
B.B.A I	2015-16	200	120	69	51	-
B.B.A.II		35	26	16	10	-
B.B.A.III		65	58	30	28	-.
B.B.A I	2014-15	225	46	35	11	38.46%
B.B.A.II		64	64	32	32	68.75%
B.B.A.III		60	60	31	29	89.83%
B.B.A I	2013-14	92	92	52	40	41.83%
B.B.A.II		63	63	32	31	66.67%
B.B.A.III		59	59	30	29	100%

27. Diversity of Students:

Course	Year	% of students from the state	% of students from other states	% of students from abroad
B.B.A.	2015-16	96.00% (196)	3.43% (07)	1% (01)
	2014-15	85.30% (145)	14.70% (25)	Nil
	2013-14	87.38% (187)	12.62% (27)	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? Nil

29. Student Progression

Student progression	Against % Enrolled
UG to PG	67%
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	09
• Other than campus recruitment	07
Entrepreneurship/Self-employment	--

30. Details of Infrastructural facilities:

- | | |
|---|---------|
| a) Library: | - Yes |
| b) Internet facilities for Staff & Students | - Yes |
| c) Class rooms with ICT facility | - Three |

31. Number of students receiving financial assistance from college, university, government or other agencies.

Year	SC	ST	Total
2014-15	22	4	26
2013-14	32	4	36
2012-13	29	2	31
2011-12	30	3	33

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

- Eminent entrepreneur and Chef Mr. Vishnu Manohar delivered a lecture for BBA –III year on “Entrepreneurship development”.
- Lecture on “Personality development” was delivered by Prof. Nirja Upadhey and Prof. Sayyam Jain for BBA -I, II and III year students.
- Guest lecture was conducted by Mrs. Nirmala Girish Kondalgaokar (Chairman-VIVAM –Agro Tech) on “Don’t Waste, Waste”- Solid waste management system.

33. Teaching methods adopted to improve student learning

Both Lecture and Case Study Methods are used to improve learning of students. Students are evaluated on the basis of regular class tests, home assignments. Apart from this Group Discussions and Role Play sessions are also conducted.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Students are involved in National Service Scheme (NSS) and National Cadet Corps (NCC) through which they participate in various social activities viz. plantation, literacy campaign, blood donation campaign, cleanliness drive, etc.

35. SWOC analysis of the department and Future plans

Strength

- Competent Infrastructure for the conduct of both curricular, co- and extra-curricular activities
- Excellent facilities for ICT-enabled T/L activity
- Motivated students
- Full-time approved and qualified teaching staff
- Excellent academic results
- Good placement record

Weaknesses

- Highly dependent on academic calendar of the University
- Lack of contemporary and even syllabus
- Compromise on quality of incoming students
- Limited research output by faculty

Opportunities

- Industrial investments in Vidarbha in general and Nagpur in particular will open doors of employability
- To make human resources more skillful and competent
- To be more innovative in delivery of lectures
- With upcoming industries thrust on research area can be given
- To develop projects for corporate and academia

Challenges

- Too many colleges conduct BBA course which causes admission competition
- To match industry requirements
- To improvise on uneven input quality
- To compete with top institutions within university norms
- To increase placement

Future Plans:

- The college is applying for autonomy this year.
- Accordingly, we have designed an ideal BBA syllabus.
- Emphasis on Industry Connect through regular visits, more guest speakers from industries, arranging industry centric seminars and workshops etc.
- To generate research projects and involve students in it.

Best practices of the Department**❖ English Workshop**

- We conduct English workshop for the students of BBA to enhance their communication skills. As many students belong to Hindi or Marathi medium, they face difficulties because medium of instruction for BBA is English. Thus, as a remedial measure, this workshop is conducted for 15 days by DMSR faculty with the help from college's English teachers.
- This practice is being followed for last three years in which more than 250 students have been benefited.
- We also plan to use our English language lab for perfecting students' oral communication skills.

B.B.A.: Activities at a Glance....



PPT Presentation



Guest Lecture



Shramdaan



Industrial Tour



Retail Mela



Retail Mela

Evaluative Reports of Departments

Department of Management Science and Research (DMSR)

1. **Name of the department:** **M.B.A.**
2. **Year of Establishment :** **1986**
3. **Names of Programmes / Courses offered:** **MBA (with dual specializations)**
4. **Names of Interdisciplinary courses and the departments/units involved:**
Computerized Accounting, XL, GS-SUN Grooming Course with IT Department;
Communication Skills in English with English Department
5. **Annual/semester/choice-based credit system (programme wise):** Semester
6. **Participation of the department in the courses offered by other departments:**
Yes. BEC, NCFM and other value addition courses
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
8. **Details of courses/programmes discontinued (if any) with reasons:**
We discontinued DBM and DMM as there is no demand for them.
9. **Number of Teaching posts:**

	Sanctioned	Filled
Professors	0	0
Associate Professor	2	1
Asst. Professors	5	5

10. **Faculty profile with name, qualification, designation, specialization:**
(D.Sc./ D.Litt./ Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Speciali- zation	Experience in years	Ph.D. Students guided for last four years
Dr. Owais Talib	Ph.D., M.Phil., MBA, LLM	Director	HR, Marketing	13	04
Dr. Satish Shrivastava	Ph.D., M.Phil., MBA, LLB, M.Com, MIRPM, M.A. (Eco)	Assistant Professor	Finance	22	Nil
Dr Archana Dadhe	Ph.D., MBA, PGDIM, PGDIMM	Assistant Professor	Marketing	15	Nil
Prof. Sameer Padole	MBA, M.Com. DBM	Assistant Professor	Finance, Marketing	06	Nil
Prof. Sunanda Vincent J.	MBA, B.Com.	Assistant Professor	Finance, Marketing	06	Nil

Prof. Nirja Upadhye	MBA, B.E	Assistant Professor	HR, IT	04	Nil
Prof. Heena Dhingra	MBA, M. Com, M. Phill.,	Contri-butory	Finance	04	Nil

11. List of senior visiting faculty:

We invite renowned professional for Guest Lectures the details of which are provided in this document.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Right now, we have only one contributory teacher who engages 4 lectures p/w.

13. Student -Teacher Ratio (programme wise): 20 : 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

	Sanctioned	Filled
Administrative Staff	As per management norms	5
Academic Support Staff (technical)		1

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil / PG.

As in #10.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: NIL

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received:

DMSR participated in a major research project titled "Impact of advertisement on teenagers" The Project was funded by IIPA with an amount of Rs. 3.9 lac

18. Research Centre /facility recognized by the University:

The college has applied for the same.

19. Publications:

- Number of papers published in peer reviewed journals (national / international) by faculty and students

Name of Faculty	No. of publications				
	Books	Research Papers			Others
		National	Internaional	Proceedings	
Dr. Owais Talib	-	3	1	1	4
Dr. Satish Shrivastava	-	1	-	-	-

Dr, Archana Dadhe	3	1	7	5	12 Articles
Prof. Sameer Padole	-	-	-	-	-
Prof. Sunanda Vincent	-	1	1	1	-
Prof. Nirja Upadhye	3	-	-	-	-
Prof. Heena Dingra	-	3	1	-	-

Books Published by faculty:

S. No.	Name of the Faculty	Title of the Book	Publisher Name	Year	ISSN/ISBN No.
1	Dr. Archana Dadhe	Strategic Management	Kindle	2014	ASIN : BOOKSL5UI
2	Dr. Archana Dadhe	Marketing Management	Kindle	2015	ASIN : BOORR7VGNY
3	Dr. Archana Dadhe	Managerial Economics	Central Techno Publications	2013	ISBN : 978-81-89178-81-9
4	Prof. Nirja Upadhye	Human Resource Management	Sheth Publishers Pvt. Ltd.	2013	ISBN: 978-93-83497-11-9
5	Prof. Nirja Upadhye	Organizational Behaviour	Sheth Publishers Pvt. Ltd.	2013	ISBN : 978-93-83681-62-4
6	Prof. Nirja Upadhye	Training And Development Practices	Sheth Publishers Pvt. Ltd.	2013	ISBN :978-93-83497-11-9

20. Areas of consultancy and income generated:

The college does not have any formal consultancy policy. We, however, encourage our teachers to offer informal consultancy to society/organizations if approached. We don't charge any consultancy fees.

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards

NIL

22. Student projects

- Percentage of students who have done in-house projects including inter departmental/programme:

100% Students conduct projects in the areas of Finance, Marketing and HR under the guidance of our teachers

- Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:**NIL**

23. Awards / Recognitions received by faculty and students:

Our student Ms Rashmi Charjan ranked SECOND in the University's MBA merit list for the year 2011-12.

24. List of eminent academicians and scientists / visitors to the department:

Session	Name of resource person	Profile	Topics covered
2014-15	Mr. Saurabh Gupta	Chairman, Earth5R	Social Entrepreneurship
	Adv. Jyotsna Dharmadhikari	Legal Advisor, Bank of Maharashtra	Recent trends in Banking
	Mr. Vishnu Manohar	International Chef, Entrepreneur	Building blocks of Entrepreneurship
	Mrs. Nirmala Kandalgaonkar	Proprietress, Vivam Solid Waste Management	Solid Waste Management
2013-14	Dr. Shri Hari Chava	Representative, ICAI	Unveiling the Sensex
	Prof. Dilip Peshwe	Dean, Dept. of MME, VNIT, Nagpur	Role of management in social sensitization
	CA Sandeep Jyotwani	Chairman, ICAI (Nagpur Chapter)	Accounting & its role for MBA's in Business
	Mr. Rajesh Tripathi	VP & Head, Corporate Human Resources, GHCL	Nature of skills to be upgraded for success in the industry
	Mr. Deepak Pant	Brand Manager, Marico Ltd.	Brand Management
	Mr. Prashant Dwivedi	Managing Director, Ahaan Creatology	Choosing right marketing medium for your product
	Mr. Jai Prakash	Assistant Director, Institute of Company Secretaries of India	New Regimes of revised company balance sheet as per schedule six under company act
	Mr. Pramod Mishra	Chief Manager (GRD), Simplex Infrastructure Ltd.	Performance management system & Industry perspective from HR
	Mr. Shailesh Kumar Gupta	Sr. Consultant, HCL	Campus to corporate- C2C Journey
	Mr. Vinay Gupta	Executive director, GMA	New trends in HR practices
	Mr. Anurag Jain	Head operational excellence and Master Black Belt, Wipro consulting (EU, US JPAC regions)	How can we make business profitable
2013-12	Mr. Souvik Sarkar	Northern Heads of LEAP, Reliance Money Infrastructure	Learning and employability advancement program
	Mr. Harsh Mehrotra	Northern Heads of LEAP, Reliance Money Infrastructure	Learning and employability advancement program
	Mr. Devendra Tiwari	Associate Vice president, Manufacturing DS Group, Noida	Supply Chain Management
	Mr. Subhash Jagota	Managing Director, Kabro Advertising & Marketing Pvt. Ltd.	Succeeding in interviews through communication
	Mr. Vijay Singh Bainsala	Marketing Head- Globacom	New Marketing trends affecting Indian Market
	Mr. Priyank Rajvanshi	BDM, Spectrum Infogain Services	PF and CV Selection Procedure
	Mr. Sandeep K. Lal	Soft Skills Developer, Training Innovation India, Gaziabad	Behavioral & Soft Skills essentially needed for Corporate world
	Mr. Shalendra Mishra	Trainer- Dexler Information Solution Pvt. Ltd. Entrepreneur	Systemts Application and products in Data processing
	Mr. Digvijay Rajput	Head of Business operations	International Exposure Recognition association and placement
	Mr. S. K. Gupta	Director of PhD chamber of commerce	Corporate governance- a way to assure ethical

			practices in business
	Mr. A.K. Singh	Sr. Branch manager, Syndcate bank	Enhancing personal effectiveness
	Col Sumer Chandra Upreti	Head Corporate HR, Sheels Foam Pvt. Ltd.	Corporate expectation from young budding executives
	Mr. G. N. Asthana	Retd. General Manager of south central railway	Crises Management
2011-12	Mr. Rani Mundada	PWC, USA	Career options in Banking
	Mr. Rahul Sindaliya	Director, IFEN	Know Yourself
	Mr. Satish Sarda	Chairman, ICAI	Role of Finance for MBA
	Mr. K. Shiva Raman	HR Consultant, IIT-BHU	Change Management
	Mr. Ashutosh Wakre	Director, Money Bee	Workshop on Derivatives
	Mr. Ravichandran Ramaswamy	Add. Director-General II, NADT, Nagpur	Areas of Business Development & Technology
	Mr. Kuldeep Tyagi	Sr. Consultant , Kaizen	Operatioal excellence for Business Excellence
	Prof. O. P. Gupta	Exec. Director- All India Manufacturers Organization	How to be an effective manager in this competition era
	Prof. Michael Hay	Professor, London Business School	New direction for entrepreneurship
	Mr. Arun Mishra	RSM, Elder Healthcare Ltd.	Overview of Indian FMCG Industry
	Prof. Lakshmikanthan	Indian Statistical Institute, New Delhi	Role of statistics in decision making
	Mr. Avik Mitra	Advisor, National Board of quality promotion QCI	Role of QCI to promote entrepreneurship
	Mr. Rajneesh Jhamb	Lead Program Manager, Amdocs	Transformation- First Step to be a part of the changing world
	Mr. Shakunt Mishra	Senior Consultant, Aura Management consultants	Managing points and Checking points
	Mr. Rajeev Bhahuguna	Regional Business Manager	Dr. Reddy Laboratory
	Dr. T. Rangaraj	Director, PESET, Chennai	Budget Highlights 2012
2010-11	Dr. Ashutosh Paturkar	Lecturer, DIAMSR	Strategic Management
	Dr. S. V. Gole	Vice Principal, RKNEC	Operation research and Management
	Ms Arurva Trivedi	Proprietor, Apricot Systems	Concentration through yoga and Spiritual Management
	Dr. Swati Pawde	MD, Gynaecologist	HIV and Stri-roq
	Dr. K. D. Gaur	Chief Advisor ICSSR, New Delhi	Research and Development
	Mr. Ganesh Khanna	Ex- Chief Manager, Salora International	Retail Marketing
	Prof. Sanjeev Mittal	Professor, GSIPU, New Delhi	International Business
	Mr. O. P. Dhankar	President- Rashtriya Kisan Morcha	Managing Emotional Paradigm
	CA TSV Panduranga Sharma	Ex- Director General MRTF Comission (Ministry of Corporate Affairs)	Legal & Regularity frame work in Indian Context
	Mr. Ankur Anand	Snr. Project Manager- Tech Mahindra	Bidding of Projects in Software industry: A practical approach
	Mr. Nikhilesh Chandra Shrivastava	Sr. HR Manager – Parle Agro	Industrial Relations & Labour Law
	Mr. Avinash Singh	Sr. Product Manager, Parle Agro	Sales & Distribution management in contemporary India

25. Seminars/ Conferences/Workshops organized & the source of funding:

Department did not organize any national or international seminar/conference.

We however conduct an annual State Level seminar “SHODH”.

We also conduct in-house workshops for students. Recently, we have conducted the following workshops:

Date	Topic	Trainers	Students participated
19/03/2015	Building Employability Skills	Mr. Parimal Kalikar Mr. Chaitanya Ghate	50
8/01/2015	Cyber Crime Awareness Program	Mr. Khan, Cyber Cell, Crime Branch, Nagpur	50
10/02/2015	Investor Awareness Program	Dr. Shri Hari Chava	50
02/03/2013	Management as a Career	Dr. Shruti Mujumdar Ms. Piyali Kanabar	50
19/09/2011	Workshop on Derivatives	Mr. Ashutosh Wakre	60

26. Student profile programme/course wise:

Programme	Batch	Applications received	Selected	Enrolled		Pass Percentage
				M	F	
MBA	2015-17	57	57	29	28	
	2014-16	44	44	18	26	Appeared
	2013-15	60	60	33	27	81.40%

*M = Male *F = Female

27. Diversity of Students

Programme	Session	% of students from the same state	% of students from other states	% of students from abroad
MBA	2015-17	94.73% (54)	5.27% (3)	Nil
	2014-16	86.36% (38)	13.64% (6)	Nil
	2013-15	93.3% (56)	6.7% (4)	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? NIL

However, over 10 students have passed in Banking Examinations.

29. Student progression:

Student Progression	Against % enrolled
UG to PG	Nil
PG to M.Phil.	Nil
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed	
• Campus selection	19 (33.33%)
• Other than campus recruitment	-
Entrepreneurship/Self-employment	Nil

30. Details of Infrastructural facilities

S N	Facilities	Status
1	Number of Books in library	5172
2	Number of electronic database in library	01
3	Number of subscribed printed national journals in library	10
4	Number of subscribed international journals in library	01
5	Number of books added in last 3 years	503
6	Number of journals added in last 3 years	0
7	Number of class rooms with ICT	01
8	Number of Auditoriums	01
9	Number of faculty cabins	06
10	Total number of desktop computers provided in lab to students of Flagship Programme	30
11	Total number of laboratories	01
12	Internet facilities for staff and students	YES

31. Number of students receiving financial assistance from college, university, government or other agencies

Academic Year	Course Year	Financial Assistance From	No. of students	Amt (Rs. In thousands)
2014-15	1 st year	SMW	0	0
		Government	08	434.044
		Other Agencies	0	0
	2 nd year	SMW	01	31.00
		Government	0	
		Other Agencies	0	0
2013-14	1 st year	SMW	0	0
		Government	11	54.52
		Other Agencies	0	0
	2 nd year	SMW	01	31.00
		Government	09	388.465
		Other Agencies	0	0
2012-13	1 st year	SMW	0	0
		Government	14	55.04
		Other Agencies	4	11.58
	2 nd year	SMW	0	0
		Government	20	61.41
		Other Agencies	2	5.20

32. Student enrichment programmes (special lectures / workshops / seminar) with external experts:

As detailed in #25.

33. Teaching methods adopted to improve student learning:

- Special Tutorial/remedial coaching classes
- Regular class tests and home assignments
- Teaching through e-learning modules
- Role Play, Management games, GDs, Interviews, Class Presentations, etc.
- Minor projects for research
- Maintenance of cumulative records

- Timely Industrial visits
- Sub-committees have been formed to take-up various constructive steps for the qualitative development of the department and the students

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- Faculties and students are actively involved in social agencies like Sahyog, Jai Hind, etc. which contribute valuable services to the society.
- Faculty and students also participate in Shramdan for cleanliness, plantation drives, awareness programmes conducted by the college.

35. SWOC analysis of the Department and Future plans:

STRENGTHS

- New and exclusive building with state of the art facilities
- Enjoys patronage of entire society being both a co-ed and Minority institute
- Enjoys wide student base in Vidarbha and the adjoining states of MP and CG.
- Centrally located in the heart of the city in spacious and lush green surroundings
- Fair and transparent admissions on merit; increasing cut-offs every year
- Horizontal mobility to students through different value-addition programmes.
- A team of dedicated competent and young faculty which believes in newness
- Focus on student-centric, innovative and ICT-enabled T/L activity
- Rigorous and transparent Internal Assessment mechanism
- Consistently good results and merit positions
- Regular organization of quality events, competitions, workshops for students
- Strong student support mechanism including assistance from Management.
- Competent systems for curricular, career, psychological and personal counselling
- Empanelled hospital/ doctors and psychologists
- Competent systems for Grievance Redressal, anti-Ragging, Gender Sensitization/ Sexual Harassment; no ragging and sexual harassment cases reported thus far
- Competent infrastructure with hostel, canteen, gymnasium and other facilities
- A Separate library with over 5,000 books and N-LIST/J-Gate facility.
- Well furnished computer labs and English language lab
- Large number of equipment including generator and housekeeping equipment
- Fully transparent administration; no court case against the college
- Regular review and feedback mechanism in place
- Decentralized form of governance with delegation of authority
- Focus on grooming leadership/competence building among staff and students
- Emphasis on value-based education, character-building, and good citizenship qualities to produce good human being rather than just graduates

WEAKNESSES

- Poor Placements
- Poor communicative skills of students hamper their academic excellence
- Less academic flexibility in curriculum development/new courses as college has to follow what the affiliating RTM Nagpur University prescribes
- Tied down by the University/Government procedures for NOC's for staff appointments, approvals, and sanctions which delay projects and recruitment
- No formal consultancy projects
- Poor response from industry for tie-ups and MOU's
- Not much scope for outdoor games like cricket, football or hockey as there is no space for full-size play fields

OPPORTUNITIES

- On its way to becoming an exclusive autonomous institution for Commerce and Management Studies and introduce relevant and specialized courses
- Can set up linkages with other universities including international for twin-courses/dual degree after autonomy
- Can start more add-on, employment-oriented courses
- Scope for being an acknowledged Research and Consultancy Centre in view of Nagpur's growth as a centre for industry and commerce
- Can mobilize research grants through minor/ major research projects
- Scope for involving neighboring Industry in academic activities through linkages, tie-ups and MOU's for internships and placements
- Can undertake Entrepreneurship Development Programmes

CHALLENGES/THREATS

- A number of MBA colleges in the city pose admission problems
- Constraints in meeting qualitative norms in a rigid framework of Government and University rules
- Difficult to develop students who are only looking for a degree rather than acquiring thorough education
- Students, in general, appear to be losing interest in studies as degrees do not guarantee jobs.

• The Best practices of DMSR:

DMSR has initiated a few co-curricular activities to enhance students capabilities in terms of skills and employability. They include a statelevel seminar 'Shodh', 'Manthan', a Business Plan competition, in-house Tally and XL courses, students' projects etc. We are pleased to present 'Shodh' and 'Manthan' as DMSR's best practices:

A. SHODH:

- It is a state level one-day paper presentation competition held every year.
- During the last three years the presentations were made on the following topics:

Session	Topics	Chief Guests
2014-15	1. Indian Retail: Opportunities & Challenges 2. "Bitcoin" is the future of digital currency 3. Indian Management education: What ails it?	Shri. Amit Jagam, Regional Manager, YES Bank, Nagpur.
2013-14	1. Financial Inclusion through technology 2. E-commerce: No limits to the growth? 3. Why Successful companies fail? Eg. Nokia, Kodak?	Shri. Henmat Singhal, CEO, Aerographic Papers Pvt. Ltd., Nagpur
2012-13	1. Adding Intelligence to internet 2. Impact of humor advertisement on brand perception 3. Companies bill 2012 and its likely impact 4. Vidarbha's agricultural Loan waiver: A populist Toxin! 5. Developing new product development capability	Shri. Vijay Phanshikar, Chief Editor, The Hitwada, Nagpur

B. 'MANTHAN'

- It is a Business Plan competition.
- This activity aims at bringing the best out of MBA students in terms of content and demonstration abilities.
- DMSR plans this activity on every Saturday for 2 hours covering MBA I/II & III/IV semester students.

Themes:

Presentations are invited on the themes of Research, latest developments in the field and analytical presentations of significant facts and concepts.

Programme:

Manthan is a PPT paper presentation activity on variety of subjects involving 4-5 teams of 3-4 students each from each semester on every Saturday.

- ✓ 1 best team/group is declared winner amongst 4 groups on the particular date.
- ✓ 7 best teams/groups are selected per semester on 7 Saturdays.
- ✓ 7 best groups per semester are again divided into 3-4 groups.
- ✓ 1 best group would be selected out of these groups per semester.
- ✓ The best team/group selected from each semester would compete among themselves for the winner position in finals.

Future Plans

- The college is applying for autonomy and we have already designed new courses including MBA in Rural Management
- More Industry Connect for field visits, internships, placement and guest lectures
- Research Projects/ Research publication by faculty and institutional research
- Formal Consultancy Centre

M.B.A.: Activities at a Glance...



Paper Presentation Competition – 'SHODH'



Shri Vijay Phanshikar (Editor, Hitavada) at SHODH



Students Workshop



Investors' Awareness Programme



Industrial Visit



Annual Sports Day

POST-ACCREDITATION INITIATIVES

After our first accreditation in 2003, and reaccreditation in 2010, the respective Peer Teams pointed out a few areas where the college could have done better or where we had not made any start. We first of all thank NAAC and the Peer Teams for giving us a definite direction for streamlining our efforts towards achieving quality benchmarks over a period of last decade. The following is a brief account of what we did in compliance with the Peer Teams' Recommendations during their previous visits in 2003 and 2009-10 as well as our initiatives independent of the Peer Teams' suggestions.

A. Compliances of Peer Teams' Recommendations/Suggestions:

1. To set up a Research Corpus fund for extending financial support to teachers for research work

Our Management, Shiksha Mandal, has already set up a Research Corpus Fund of Rs. 15,00,000/- for providing financial support for research work by teachers. Recently, an institutional project on LBT conducted by our Research Cell was supported from this fund.

2. MOU's to be signed with industries

- We have already signed an MOU with TCS for the conduct of its BPS (Finance & Accountancy) Course
- We have tied up with NSE for its NCFM course
- We have also tied up with MKCL (Maharashtra Knowledge Corporation Ltd.) for its PFM (Personal Financial Management) Course
- We have also tied up with Tally Education for tally course
- We have also tied up with the local CA's for internships
- We are in the process of finalizing MOU's with BMA (Butibori Manufacturers Association, MIDC, Nagpur) and NVCC (Nag Vidarbha Chamber of Commerce).

3. A separate teacher be appointed for extension activities

Owing to the exigencies of staff-patterning, college cannot create on its own a special post for extension activity. However, our Management has created a post of Dean, Extension, to coordinate various extensionactivities in all Shiksha Mandal colleges.

At the college level, there are professors-in-charge/coordinators for NSS/NCC/ Adult Education units which carry out extension activity in coordination with the Dean, Extension, Shiksha Mandal.

4. *To start computer literacy programmes*

The College's Computer Department has introduced a 'Certificate Course in Basic Computer Skills', for students of Marathi/Hindi medium who do not opt for IT as an optional.

We are also conducting computer literacy course under 'Digital India' campaign.

We also conduct Computerized Accountancy Course in association with Tally Education.

Similarly, FDP's on ICT themes are conducted by the college for its teachers and staff.

5. *Career, personal and curricular counselling be provided to students. Separate counsellors be appointed for them*

The college has set up Career Guidance & Placement Cell for career counselling.

There are also separate cells for boys and girls for personal/psychological counseling. We have also empanelled qualified counsellors for both boys and girls.

For curricular counselling, we have introduced the system of course-coordinators who advise students about the selection of right courses at the time of admission and also during their stay in the college.

For personal and also curricular counseling, we have introduced Student Mentorship scheme where each teacher mentors a group of 20-25 students.

6. *Campus Recruitment be done by inviting various companies*

Career Guidance & Placement Cell organizes campus recruitment drives from time to time. Reputed companies like Infosys, TCS, Wipro, M&M, Concentrix etc. regularly visit the college and select our students. During last 4 years, over 300 students have been placed by various companies.

7. *The college may consider starting of UGC's B.Com. (Vocational)*

We did not apply for B.Com. (Vocational) course in the XI plan but submitted our proposal to the UGC for 2 B.Voc. courses. Since the B.Voc. scheme has now been merged with DD KAUSHAL scheme, we submitted a fresh proposal for B.Voc. (Advanced Accountancy and Retail Management).

8. *The college must apply for autonomy and should set up a curricular committee for the drafting of syllabi*

Our management has resolved to go for autonomy for its conducted colleges and we are going to submit our proposal to the University/UGC in 2015-16. The college has already constituted 'Autonomy Task Force' and appointed HOD's for the drafting of various syllabi.

9. *Research cell should be constituted*

We have a full-fledged Research Cell which monitors all research activity in the college and also organizes research workshops and research competitions for

students. The Cell also undertakes institutional research in addition to helping teachers in their proposals for MRP's to be submitted to the UGC or other funding agencies. The Cell has been instrumental in the award of 3 major and 9 minor research projects to the college.

10. Pay parity in un-aided courses should be looked into by management

As the un-aided courses are self-financed, pay packages of teachers depend exclusively on receipts of fees which are fixed by the University. We, however, ensure that our teachers are given the best possible salary even if management has to bear losses.

11. Hostel for girls be constructed

We have already applied to the UGC for grants to construct girls' hostel under UGC XII plan. Final sanction is awaited.

12. Extend library timings for the benefit of No-Grant sections run in the evening

We no longer run any classes in the evening shift. No-Grant section has now been shifted to morning. Still, the library timings have been extended up to 6.00 p.m.

13. Attempts may be made to start some innovative courses

Over a dozen value-added courses have been started during the last five years giving enough horizontal mobility to students.

14. Strengthen the present PG program; especially management

Two PG programmes of M.Com. and M.B.A. are doing exceedingly well in terms of curricular and co-curricular performances owing to various quality measures taken by the Management. Appointments of course-coordinators, full-time teachers, novel T/L methods and added number of facilities have resulted in better output in all areas including placement. University's 2013-14 Merit list of M.Com, for example, has as many as 10 of our students holding various ranks. There is also considerable increase in M.B.A. placements since 2010.

15. Subscribe to e-journals and application software

The college library subscribes to Inflibnet/N-LIST/J-Gate. Staff and students can access about 6000 e-journals and thousands of e-books.

We also use latest software in all our curricular, library, and administrative affairs.

16. Formalise and strengthen feedback system

The college has established a formal feedback system and constituted a special Feedback Committee. Regular feedback on curriculum, facilities, teacher quality etc. is taken from students, parents, alumni, and employers through structured feedback questionnaires/formats. Exit Feedback is also taken from departing students at the final year stage.

We also collect on-line feedback from our ex-students through a questionnaire posted on our college website. Students are responding to this and giving constructive feedback.

17. Promote use of ICT in Teaching/Learning

ICT-enabled Teaching-Learning activity has now become a regular feature of the college. The college has created a very competent ICT infrastructure for both teachers and students in the form of computer labs, language lab, educational software, internet connectivity etc. Students are encouraged to participate in ICT-oriented events. Teachers also make a generous use of ICT in T/L activity. All teachers now transact minimum 40% syllabus through PPT/e-board.

18. Auditorium may be constructed at the campus at the earliest

Owing to problems of space, we have decided to construct an indoor sports complex-cum-auditorium and have sent the proposal to the UGC under XII plan. Sanction awaited.

19. Provision for Indoor games be speeded up

Proposal for Indoor sports complex has been sent to UGC under the XII plan. Sanction awaited.

20. Provide experienced coaches in different sports and games

From 2011-12, we are organizing every year a sports coaching camp where experienced external coaches are invited to train our students.

21. To get research grant from UGC and ICSSR

Since last reaccreditation, research activity has gathered tremendous momentum and over a dozen proposals for both Major and Minor Research Projects have been sent to the UGC, ICSSR and IIPA. Out of which 3 major and 9 minor research projects have been sanctioned and 2 major and 1 minor projects have also been completed and submitted. In the process the college has mobilized research grant of about 17 lac.

22. Faculty may be guided for capacity building for consultancy

College is planning to convert its Research Cell into a full-fledged Research and Consultancy Centre. In this regard, we have already applied to the University for being recognized as a Centre for Higher Learning and Research and due formalities of LEC etc. have already been completed. Once the approval is received we will officially take up consultancy services for the industry in the neighborhood. Incidentally, teachers have started receiving consultancy offers and they are allowed to extend their services without charging any consultancy fees for the services rendered.

B. Other Quality Initiatives introduced during last five years:

In addition to the above compliances done to address the Peer Teams' suggestions, the college has also taken some pro-active steps to instill further quality in the various college systems as follows:

- Started courses under RTM Nagpur University's 'Jeevan Shikshan Abhiyan' Scheme.
- Introduced innovative teaching/learning methods like case studies, student seminars, Group Discussion, role play etc. for better and fruitful transaction of syllabi and course enrichment.
- Made it mandatory for teachers to transact minimum 40% syllabus through ICT-enabled techniques.
- Organized national conferences/seminars and published proceedings with ISBN.
- Teachers encouraged to write text-books for new subjects included in the University syllabus.
- Practice of introducing benchmarks for admission cut-offs, results introduced
- Started English Language Lab.
- Established GS-SUN, a Skill Up-gradation Network of our CA alumni, for internship and practical training.
- Launched GS-COMNEXT, to provide an academic platform to the college and city students for discussing the latest in the world of Commerce and Industry.
- Established GS-Film Society for screening of classics, educational movies and documentaries on renowned personalities.
- Established GS-Eco Club in association with Bombay Natural History Society, Mumbai for environmental activity.
- Started institutional research.
- Started organizing FDP for college teachers.
- Started an annual Faculty Seminar.
- Started new co-curricular activities/competitions like Financial News Analysis, Case Studies, Chart/model-making etc.
- Started PPT presentation competition for students.
- Started an inter-college project presentation competition 'Tech-Pro' for B.Com. (CA) students.
- Established Commerce Lab.
- Started organizing Commerce Exhibition.
- Set up Commerce and Language Study Circles.
- Set up 'Shabd' forum for inculcating reading habits and creativity.
- Added an 'Adult and Continuing Education' Unit to the college in collaboration with the RTM Nagpur University.
- Tied up with various GO's and NGO's for extension activity.

- Adopted a village for community engagement.
- Started Student mentorship Programme.
- Instituted Gold Medal in memory of our founding principal.
- Introduced merit-cum means scholarships for the needy and deserving students.
- Up-graded infrastructure with new buildings, and equipment; renovated hostel
- Started inviting companies to campus for recruitment.
- Encouraged students to participate in extra-mural activities and competitions.
- Daily Rendition of National Anthem at the beginning of the shift.

Shiksha Mandal Initiatives:

- Newsletters/policy statements
- Shiksha Mandal Scholarships/Financial assistance
- Quality Assurance Cell
- GK competition
- Shiksha Mandal sports
- Principals invited to AGM and their presentations
- Students Initiation Programmes
- KB competition
- Shiksha Mandal Cultural Show
- Rewarding meritorious students
- Rewarding best performing teachers
- Absorbing competent no-grant staff into grant-in-aid set-up.
- Seed Money for Research/Research Corpus Fund



Shiksha Mandal, Wardha's

G. S. COLLEGE OF COMMERCE & ECONOMICS

Law College Square, Amravati Road, Nagpur – 440 001

(A Hindi Linguistic Minority Institution)

NACC Accredited Institution

Fax : 2528747 e-mail :- gscollegenagpur@rediffmail.com www.gscen.shikshamandal.org

Phone 2528747/ 2531760

21/09/2015


DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self Study Report (SSR-Third Cycle) are true to the best of my knowledge.

This SSR is prepared by the Institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the Peer Team visit.




Dr. N.Y. Khandait
Principal
Principal
G. S. College of Commerce
and Economics
NAGPUR.



Shiksha Mandal, Wardha's

G. S. COLLEGE OF COMMERCE & ECONOMICS

Law College Square, Amravati Road, Nagpur – 440 001

(A Hindi Linguistic Minority Institution)

NACC Accredited Institution

Fax : 2528747 e-mail :- gscollegenagpur@rediffmail.com www.gscen.shikshamandal.org
Phone 2528747/ 2531760

21/09/2015

Certificate of Compliance

This is to certify that G.S.College of Commerce and Economics, Nagpur, fulfills the following norms required for NAAC Re-accreditation process:

1. Stipulated by affiliating R.T.M. Nagpur University, Nagpur and or
2. Regulatory Council/ Body (Such as UGC/NCTE/AICTE/MCI/DCI/BCI etc.) and
3. The affiliation/recognition is valid as on date.

In case affiliation /recognition is conditional, then a detailed enclosure with regard to compliance of condition by the Institution will be sent.

It is noted that, NAAC's accreditation, if granted, shall cancelled automatically, once the Institution loses its University affiliation or recognition by Regulatory Council, as the case may be.

In case the undertaking submitted by Institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the Undertaking given to NAAC will be displayed on the college website.



Dr. N.Y.Khandait

Principal
Principal

G. S. College of Commerce
and Economics
NAGPUR.



G. S. COLLEGE, NAGPUR.
INWARD No. 25
DATE: 15.04.2015
TIME: 3:30 P.M.

Clerk's Stan.

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

(Establishment by Government of Central Provinces Education Department by Notification No. 513 Dated the 1st of August, 1923 & presently a State University governed by Maharashtra Universities Act, 1994.)

COLLEGE SECTION

Chhatrapati Shivaji Maharaj Administrative Premises, Ravindranath Tagore, Nagpur. Ph. & Fax No. 2529932

CS/ 8350

Dated - 15/4, /2015.

CERTIFICATE

This is to certify that the **G.S. College of Commerce & Economics, Amravati road, Nagpur** is affiliated to Rastrasant Tukadoji Maharaj, Nagpur University. B.Com. & M.Com. courses offered by the said college is permanentaly affiliated to this university.

Director (BCUD)
Rastrasant Tukadoji Maharaj,
Nagpur University, Nagpur.

**TRANSLATED VERSION OF AFFILIATION LETTER FOR THE COURSES OF
B.COM.NO GRANT, B.B.A., B.C.C.A. AND M.B.A.**

Rashtrasant Tukadoji Maharaj Nagpur University

(Established by Govt. of Central Provinces Education Department by Notification No. 513 dt. August 1, 1923
& presently State University governed by Government of Maharashtra University Act, 1994)

COLLEGE SECTION

Chatrapati Shivaji Maharaj Administrative Premises, Ravindranath Tagore Marg, Nagpur 440 001 Tel. No.
0712-2529932, Fax No. 0712 -2555701, email i.d. ar-cs@nagpuruniversity.org

Kra.Ma.Vi/1195

Dated : 27.05.2015

To

The Principal,
G.S.College of Commerce & Economics,
Law College Square,
Amravati Road, Civil Lines,
Tal.Nagpur, Dist. Nagpur – 400 001

Subject : Grant for Continuation of Affiliation.

Sir/Madam,

With reference to your letter dt. 31.08.2012 and 01.09.2014 for seeking continuation of affiliation of the courses conducted by your college under the provisions of article 83/86/87 of the Maharashtra University Act, 1994, we hereby inform you that the Local Enquiry committee has personally visited your college and as per their recommendations mentioned in the Scrutiny Report and on behalf of Academic Council the Hon'ble Vice Chancellor has granted extension of duration of Continuation of Affiliation w.e.f. 25.05.2015 as per the provisions of article 14(7) of the Maharashtra University Act, 1994, for your college's following mentioned courses .


As per the recommendations accepted on behalf of Academic Council the University is granting Continuation of Affiliation period from the session 2002-03 to 2016-17 has granted approval to the below mentioned courses




Sr.No.	Stream	Courses / Subject / Admission in-take	Year
1	Commerce	Master of Business Administration – 60 Students, Bachelor of Business Administration (As per curriculum), Bachelor of Commerce (Computer Application)(As per curriculum)	B.Com. – 2002-03 to 2016-17, B.B.A., B.C.C.A. and M.B.A. from 2014-15 to 2016-17

Yours faithfully,

(DR.ANIL HIREKHAN)
Dy. Registrar (C.C)
Ra.Tu.Ma. Nagpur University,
NAGPUR.

*Certified that this
translated version
is faithful to its
original marathi version.*


Principal
G.S. College of Commerce
& Economics, Nagpur

Ph. 23236351, 23232701, 23237721 23234116, 23235733, 23232317 23236735, 23239437, 23239627		विश्वविद्यालय अनुदान आयोग बहादुरशाह जफर मार्ग नई दिल्ली-110 002 UNIVERSITY GRANTS COMMISSION BAHADURSHAH ZAFAR MARG NEW DELHI-110 002
Extension No. 413 (CPP-I Colleges) UGC Website: www.ugc.ac.in	ज्ञान-विज्ञान विमुक्तये SPEED POST G. S. COLLEGE, NAGPUR.	
F. No. 3-6/2011 (CPP-I/C)	INWARD No. <u>572</u> DATE: <u>24.09.2012</u> TIME: <u>9.35 P.m.</u>	September, 2012
The Principal, G.S. College of Commerce and Economics Amravati Road, Nagpur – 440 001 Maharashtra.	 Clerk's Sign.	1 SEP 2012
Sub: - Recognition of G.S. College of Commerce and Economics, Amravati Road, Nagpur – 440 001, Maharashtra under Section 2 (f) & 12 (B) of the UGC Act, 1956.		
Sir,		
With reference to your letter No. GSC/NGP/G/371/2012 dated 06.09.2012 on the above subject I am directed to say that the name of G.S. College of Commerce and Economics, Amravati Road, Nagpur – 440 001, Maharashtra established in the year of 1945 , affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur is included in the list of Colleges maintained under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head Non-Government College teaching upto Master's Degree . The College is also eligible to receive Central assistance under Section 12 (B) of the UGC Act.		
Yours faithfully,  (Raksha Pahwa) Under Secretary		

अखिल भारतीय
तकनीकी शिक्षा परिषद्
(भारत सरकार द्वारा गठित निकाय)
सि.स. भवन, मॉडर्न कॉम्प्लेक्स, आई-पी-एस्टेट,
नई दिल्ली - 110 002
दूरभाष : 3326673, 3326689



ALL INDIA COUNCIL FOR
TECHNICAL EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Indira Gandhi Sports Complex, I.P. Estate,
New Delhi - 110 002
Phone 3326673, 3326689

F.No.23-35/811/BOS(M)/94 23749.

Registered
March 31st 1994

To,

Secretary
Department of Higher & Technical Education
Govt. of Maharashtra
Mantralaya Annex
Bombay - 400 032

Subject: Approval to the Govindram Seksaria College of Commerce & Economics, Nagpur to conduct the course MBA.

Sir,

I am directed to state that on the recommendations of the Task Force for Management Education the All India Council for Technical Education, New Delhi has accorded approval to the conduct of following programmes at the Govindram Seksaria College of Commerce & Economics, Nagpur,

Course:

Master in Business Administration

Annual Intake:

60 (Full Time-2yrs)

Period of Approval:

1994 onwards

The approval is subject to the fulfillment of the conditions as per Annexure.

You are requested to kindly take necessary action in the matter and keep the Western Region, AICTE, Bombay and this office informed of the progress made in this regard.

Yours faithfully,

Shefali Gautam
(Shefali Gautam)
Assistant Director

MAJOR P. B. INGLE
N.C.C. Officer
G.S. College of Com. & Eco
NAGPUR

महाराष्ट्र शासन
सक्षम प्राधिकारी तथा प्रधान सचिव
अल्पसंख्याक विकास विभाग,
मंत्रालय, मुंबई - ४०० ०३२.

क्रमांक: अशौस-२००९/६३९/प्र.क्र.३९/२००९/का.१,

दिनांक :- १८ एप्रिल, २००९.

अल्पसंख्याक दर्जाच्या मान्यतेचे प्रमाणपत्र

शिक्षा मंडळ, जमनालाल बजाज मार्ग, सिव्हिल लाईन्स, वर्धा या शैक्षणिक संस्थेने त्यांच्या संस्थेस भाषिक अल्पसंख्याक शैक्षणिक संस्था म्हणून दर्जाच्या मान्यतेचे प्रमाणपत्र मिळण्यासाठी दि.१९.१.२००९ रोजी अर्ज सादर केला होता. दि.१७.४.२००९ रोजी माझ्या समक्ष संबंधित संस्थेसोबत झालेल्या सुनावणी दरम्यान संस्थेच्या पदाधिकाऱ्यांनी केलेल्या सादरीकरणाच्या आधारे सदर संस्था ही अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अशौस-२००८/प्र.क्र.१३३/२००८/का.१, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकषांतर्गत राज्य शासनाने घोषित केलेल्या भाषिक (हिंदी) अल्पसंख्याकामधील व्यक्तींकडून अथवा व्यक्तींच्या समुदायाकडून स्थापित व संचालित करण्यात येत असल्याबाबत माझे समाधान झाले आहे. परिणामतः सदर संस्था ही भाषिक (हिंदी) अल्पसंख्याक शैक्षणिक संस्था असल्याचे याद्वारे घोषित करण्यात येत आहे.

हे प्रमाणपत्र केवळ महाराष्ट्र राज्यापुरते लागू असेल. सदर संस्थेस प्रदान करण्यात आलेला भाषिक अल्पसंख्याक दर्जा हा संस्था संचालित करत असलेल्या सर्व शैक्षणिक शाखांना लागू राहील.

उपरोल्लेखित शैक्षणिक संस्थेस याद्वारे प्रदान करण्यात आलेला भाषिक अल्पसंख्याक दर्जा हा शैक्षणिक वर्ष २००८-०९ पासून विधिग्राह्य असेल. संबंधित संस्थेने अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अशौस-२००८/प्र.क्र.१३३/२००८/का.१, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकष व अटीची सातत्याने व विनिर्देशपूर्वक पूर्तता करणे बंधनकारक राहील.



टी. एफ. धेंकेकरा

(टी. एफ. धेंकेकरा)

सक्षम प्राधिकारी तथा प्रधान सचिव
अल्पसंख्याक विकास विभाग, महाराष्ट्र शासन
मंत्रालय, मुंबई - ४०० ०३२.

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राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्
 विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
 An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the
 National Assessment and Accreditation Council
 on the recommendation of the duly appointed
 Peer Team is pleased to declare the
S.S. College of Commerce & Economics
 Nagpur, affiliated to Nagpur University, Maharashtra as
Accredited
 at the **B*** level.

Date: September 16, 2003
 


 Director

1. This certification is valid for a period of five years with effect from September 16, 2003.
 2. An institutional score (Σ) in the range of 55-60 denotes C grade, 60-65 - C* grade, 65-70 - C** grade,
 70-75 - B grade, 75-80 - B* grade, 80-85 - B** grade, 85-90 - A grade, 90-95 - A* grade, 95-100 - A** grade
 (upper limits exclusive).



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
 विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
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Certificate of Accreditation

*The Executive Committee of the
 National Assessment and Accreditation Council
 on the recommendation of the duly appointed
 Peer Team is pleased to declare the
 S. S. College of Commerce and Economics
 Siripeth, Nagpur, affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Maharashtra as
Accredited
 with *CGPA* of 2.87 on four point scale
 at *B* grade
 valid up to March 27, 2015*

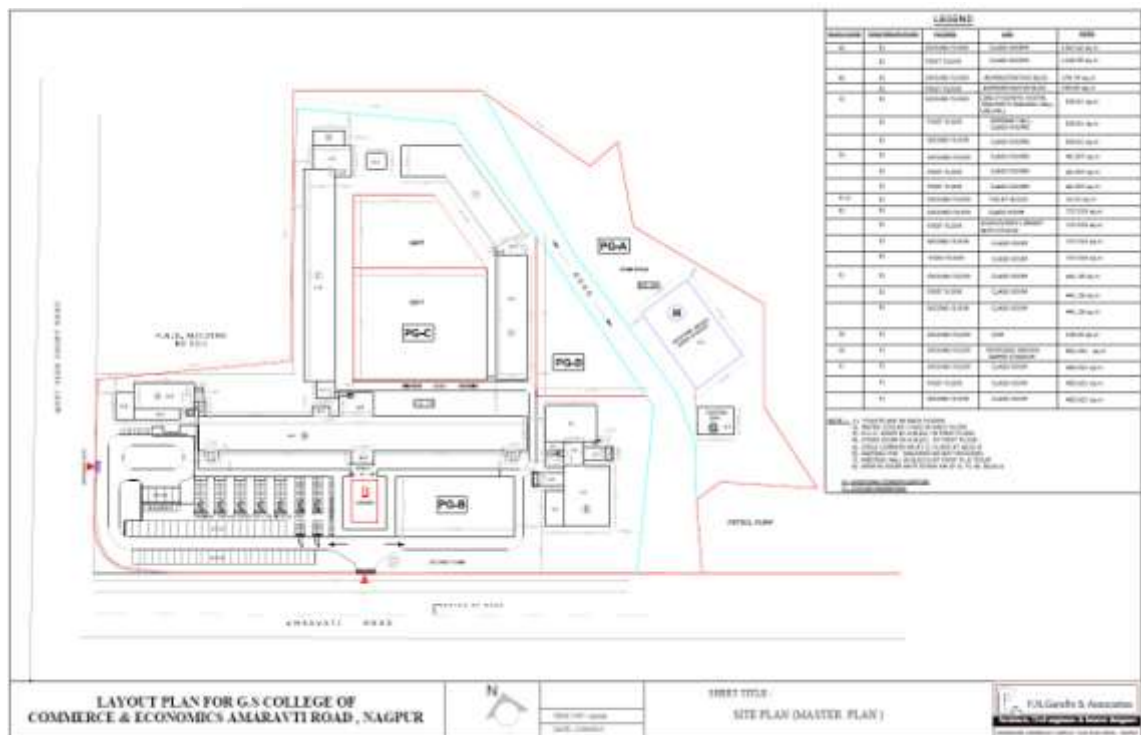
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HARAJAN
 Director

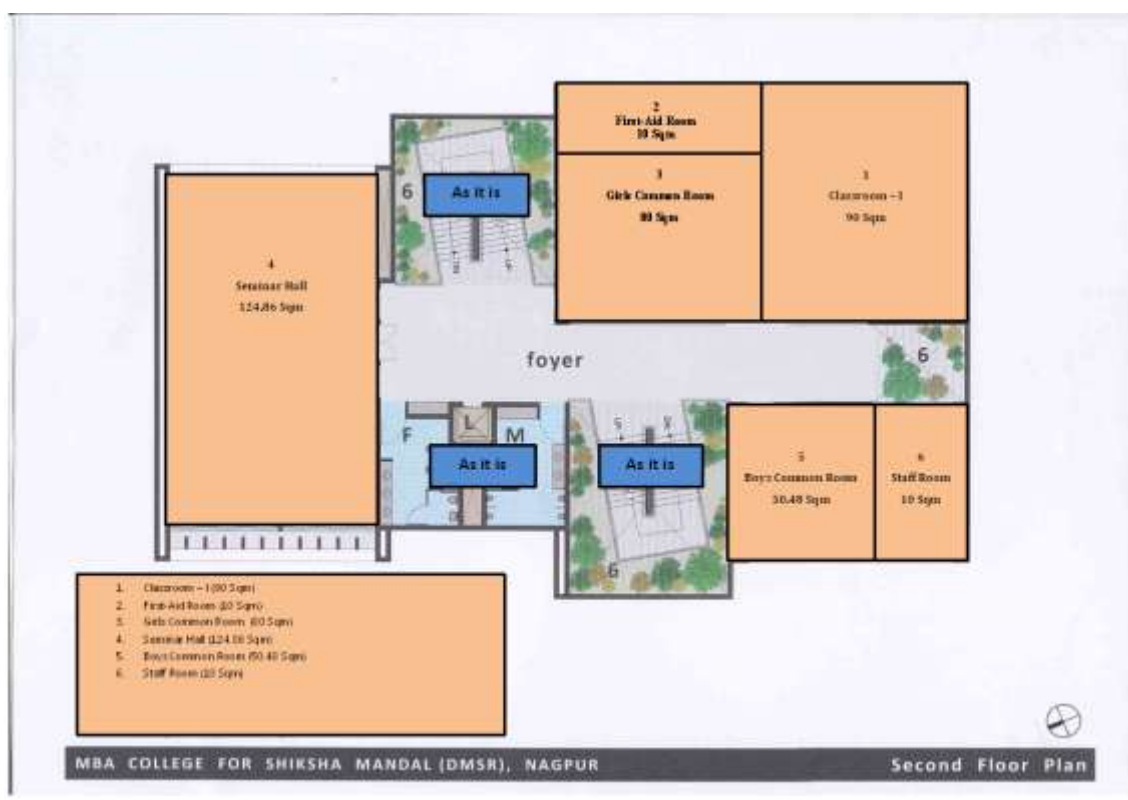
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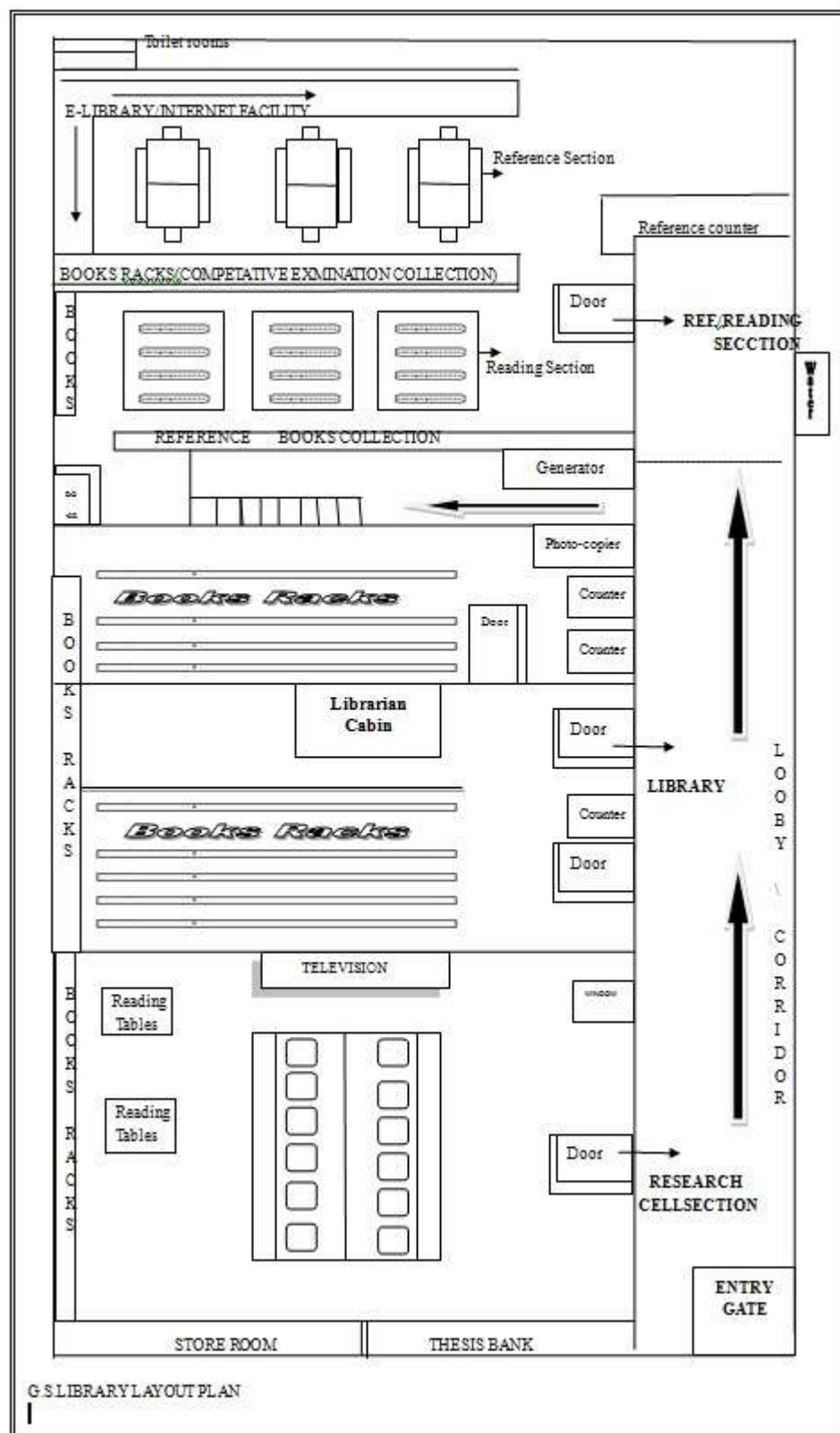
College Plan:



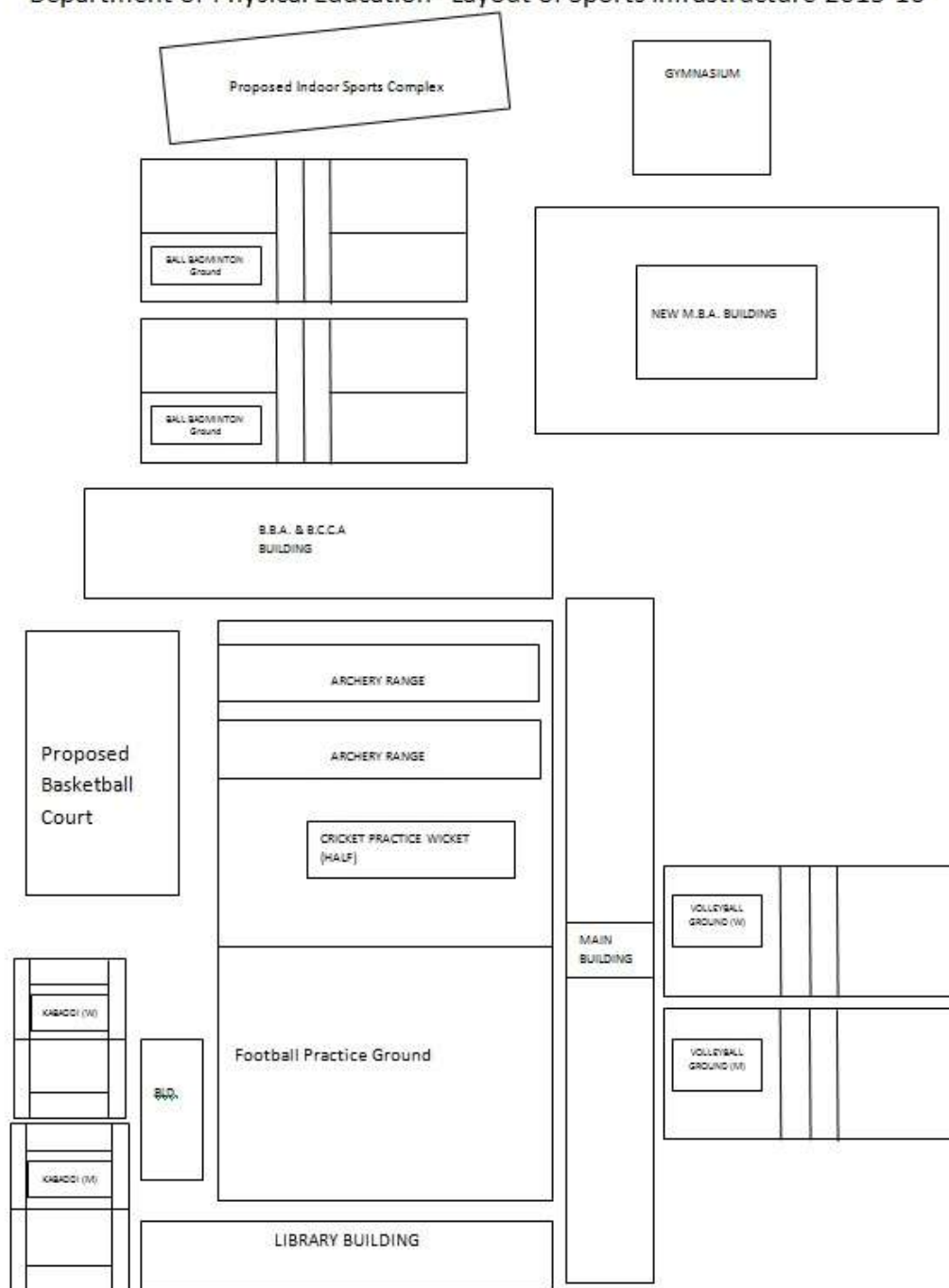
Hostel Plan:







Department of Physical Education- Layout of Sports Infrastructure-2015-16



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ABBREVIATIONS

Abbreviation	Full Form/Explanation
A/V	Audio-Visual
ACC	Associated Cement Company
ACE	Adult and Continuous Education
AGM	Annual General Meeting
AICTE	All India Council for Technical Education
AISHE	All India Survey on Higher Education
AMC	Annual Maintenance Contract
AOB	Any Other Business
ASC	Academic Staff College
ATKT	Allowed to Keep Terms
ATR	Action Taken report
B.Voc	Bachelor of Vocational
BAL	Bajaj Auto Ltd.
BALCO	Bharat Aluminium Company
BBA	Bachelor of Business Administration
BEC	Business English Certificate
BMA	Butibori Manufacturer's Association
BoS	Board of Studies
BoS	Board of Studies
BPS	Business Process Services
BSE	Bombay Stock Exchange
BSNL	Bharat Sanchar Nigam Limited
CAP	Centralized Admission Process
CBCS	Credit Based Choice System
CC	College Council
CII	Cofederation of Indian Industries
CMAT	Common Management Aptitude Test
CM/KM	Content Management/Knowledge Management
CPE	College with Potential for Excellence
CR	Class Representative
CR	Confidential Report
CR/UR	Class Representative/University Representative
CS- F	Company Secretary-Foundation
CSC	Commerce Study Circle
DIC	District Industrial Centre
DMD	Department of Minority Development
DTE	Department of Technical Education

ECA	Extra Curricular Activities
EPC	English Proficiency Course
FB	Facebook
FDI	Foreign Direct Investment
FDI, LBT	Foreign Direct Investment, Local Body Tax
FDP	Faculty Development Program
FY	First Year
G.S.	G. S. College, Nagpur
GO	Government Organisation
GOI	Government of India
GP	Gram Panchayat
GS-SUN	G.S.College - Skill Upgradation Network
HE	Higher Education
I/A	Internal Assessment
ICSI	Institute of Company Secretaries of India
ICAR	Indian Council of Agricultural Research
ICSSR	Indian Council of Social Sciences and Research
ICT	Information & Communication Technology
IIPA	Indian Institute of Public Administration
ICAI	Institute of Chartered Accountants of India
INFLIBNET	Information and Library Networks
IQAC	Internal Quality Assurance Cell
LBT	Local Body Tax
LEC	Local Enquiry Committee
LMC.	Local Managing Committee
MBA	Master of Business Administration
MCED	Maharashtra Centre for Entrepreneurship Development
MH-CET	Maharashtra-Common Entrance Test
MHRD	Ministry of Human Resource Development
MIDC	Maharashtra Industrial Development Corporation
MKCL	Maharashtra Knowledge Corporation Limited
MOU	Memorandum of Understanding
MRP	Major/Minor Research Project
NCRC	National Citrus Research Centre
NCC	National Cadet Corps
NCFM	NSE's Certification in Financial Markets
NGO	Non Government Organisation
NMC	Nagpur Municipal Corporation

N-LIST	National Library and Information Services Infrastructure for Scholarly Content
NOC	No Objection Certificate
NRC	Network Resource Center
NSE	National Stock Exchange
NSS	National Service Scheme
NVCC	Nag Vidarbha Chamber of Commerce
OHP	Over Head Projector
OER	Open Educational Resources
P/T	Parent-Teacher
PBAS	Performance Based Appraisal System
PBAS/CR	Performance Based Appraisal System/Confidential Report
PD/GDPI	Personality Development/Group Discussion and Personal Interview
PF/EPF	Provident Fund/Employees Provident Fund
PFM	Personal Financial Management
PGDBM	Post Graduate Diploma in Business Management
PPT	Power Point Presentation
Q/A	Question-answer
QAC	Quality Assurance Cell
RBI	Reserve Bank of India
RD	Republic Day
RM	Rural Management
RTI	Right to Information
RTM	Rashtrasant Tukadoji Maharaj
RTMNU	Rashtrasant Tukadoji Maharaj Nagpur University
SM	Shiksha Mandal
SP	Superintendent of Police
TCS	Tata Consultancy Services
UG/ PG	Under graduate/Post Graduate
UGC	University Grants Commission
USP	Unique Selling Point
