



Manoharbai Shikshan Prasarak Mandal Armori's

**MAHATMA GANDHI ARTS, SCIENCE &  
LATE NASARUDDINBHAI PANJWANI COMMERCE  
COLLEGE, ARMORI**

**Dist. Gadchiroli (Maharashtra) 441 208**

**Affiliated to Gondwana University, Gadchiroli.**

**Re-accredited by NAAC 'A' with 3.24 CGPA**

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**ANNUAL QUALITY ASSURANCE REPORT**

**AQAR : 2022-2023**

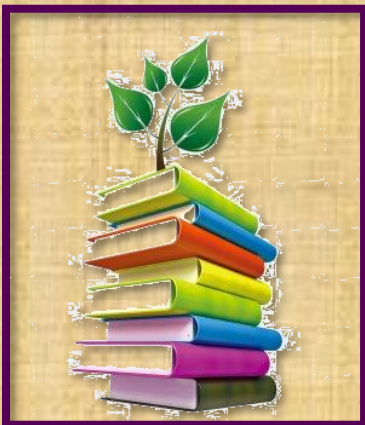
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**CRITERION – II**

**TEACHING LEARNING AND EVALUATION**

**METRIC NO: ~ 2.2.1.**

**METRIC NAME: ~The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners**



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MANOHARBHAI SHIKSHAN PRASARAK MANDAL ARMORI'S  
MAHATMA GANDHI ARTS, SCIENCE &

LATE NASARUDDINBHAI PANJWANI COMMERCE COLLEGE

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## Certificate of Verification

The document herewith is a testimonial of the following specifics;

- AQAR 2022-23
- Criterion - II (Teaching-Learning and Evaluation)
- Metric no. – 2.2.1
- Metric Particular - **The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners.**

It is affirmed that the attached document pertinent to the above cited specifics are duly verified and approved by the IQAC.

Criterion Head

IQAC Coordinator

**IQAC-Co-ordinator**



IQAC Chairperson

**PRINCIPAL**

**M.G. Arts, Science &  
Late N.P. Commerce College  
ARMORI, Dist. Gadchiroli**



**GUIDELINES OF MECHANISM FOR SLOW AND ADVANCE LEARNERS'**  
**SUPPORT SYSTEM**  
**(ACADEMIC SUSTENANCE SYSTEM)**

**ACADEMIC SUSTENANCE SYSTEM**

शैक्षणिक समर्थन प्रणाली



**1. Introduction**

Looking at the changing scenario and upcoming challenges in academic circle, the academic sustenance system for the diversity of student is obligatory. The need, difficulties and aspirations could be distinct for every student, subsequently engendering diversity among students under one roof. Hence, it's an utmost responsibility of our institute to develop and execute a program to evaluate the diversity among students in terms of learning level and supplement them accordingly.

शैक्षणिक वर्तुळातील बदलती परिस्थिती आणि आगामी आव्हाने पाहता, विद्यार्थ्यांच्या विविधतेसाठी शैक्षणिक निर्वाह प्रणाली अनिवार्य आहे. गरज, अडचणी आणि आकांक्षा प्रत्येक विद्यार्थ्यांसाठी वेगळी असू शकतात, ज्यायोगे एकाच छताखाली विद्यार्थ्यांमध्ये विविधता वाढते. म्हणूनच, शिक्षण पातळीच्या बाबतीत विद्यार्थ्यांमध्ये असणाऱ्या विविधतेचे मूल्यांकन करण्यासाठी प्रोग्राम विकसित करणे आणि अंमलात आणणे ही आमच्या संस्थेची सर्वात मोठी जबाबदारी आहे.

**2. Objectives**

- ✦ To assess the learning level of students.
- ✦ To provide academic supplements to students in accordance to their learning levels.
- ✦ To carve a systematic academic support system for satisfy the students' diversity.

उद्दीष्टे

- ✦ विद्यार्थ्यांच्या शिक्षणाच्या पातळीचे मूल्यांकन करणे.
- ✦ विद्यार्थ्यांना त्यांच्या शैक्षणिक पातळीनुसार शैक्षणिक पूरक आहार पुरविणे.
- ✦ विद्यार्थ्यांची विविधता संतुष्ट करण्यासाठी पद्धतशीर शैक्षणिक सहाय्य प्रणाली तयार करणे.

**3. Strategy of assessing learning levels of students**

Following are the techniques can be used for assessment of learning levels of students.

**3.1 Common Calibre Test (CCT) –**

It is a kind of test to categorize slow and fast learners on the basis of knowledge of a subject the learner had studied in the qualifying exam for the admitted course. The norms and mechanism of CCT will be designed under the dominion of respective subject head.

**3.2 Formative assessment performance (Classroom interaction, unit test, extempore, etc.)**

The identification of learners' level can also achieved by their respective performance in formative type of assessments like feedbacks while classroom interaction, unit test results, extempore activities, etc.

**3.3. Summative assessment performance (University results) –**

The university results are very reliable sources to sort slow and fast learners.



  
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विद्यार्थ्यांच्या शिक्षणाच्या पातळीचे मूल्यांकन करण्याचे धोरण

विद्यार्थ्यांच्या शिकण्याच्या पातळीचे मूल्यांकन करण्यासाठी खालील तंत्रांचा उपयोग केला जाऊ शकतो.

3.1 सामान्य कॅलिबर चाचणी (सीसीटी)

सीसीटीचे निकष व यंत्रणा संबंधित विषय प्रमुखांच्या अधिपत्याखाली तयार केली जाईल. प्रवेश केलेल्या कोर्ससाठी पात्रता परीक्षेत एका विषयाच्या ज्ञानाच्या आधारे हळू व वेगवान विद्यार्थ्यांचे वर्गीकरण करणे हे चाचणी उद्दीष्टे आहे.

3.2 रचनात्मक मूल्यांकन कार्यप्रदर्शन (वर्ग संवाद, युनिट टेस्ट, एक्स्टिमोर इ.)

वर्गातील फीडबॅक, वर्गातील संवाद, युनिट चाचणी निकाल, एक्सटेंपोर अॅक्टिव्हिटीज इत्यादी फॉर्मेटिव्ह प्रकारच्या आकलनांमध्ये त्यांच्या संबंधित कामगिरीद्वारे शिकणाऱ्याची पातळी ओळखणे शक्य होऊ शकते.

3.3. सारांश मूल्यांकन कामगिरी (विद्यापीठाचे निकाल)

विद्यापीठाचे निकाल हळू व वेगवान शिकणाऱ्याची क्रमवारी लावण्यासाठी अतिशय विश्वासाई स्त्रोत आहेत.

4. Strategy of to deal with slow and advance learners

Following are the programs designed to provide a support system for the differential learners.

4.1 Remedial coaching


The classified slow learners from any of above cited method will be subjected to remedial coaching. The remedial coaching is a supplementary but indispensable system, committed with conventional teaching-learning process. This system will not be reserved to a specified systematics but is a much broader approach. The enhancement of the slow learners is the prime objective of the remedial system. Following steps can be adopted to remediate the issues of slow learners.

- 4.1.1 The slow learners can be engaged by traditional remedial sessions, concerning only to the issues raised by them in pre-interactions.
- 4.1.2 The slow learners can also be engaged with learner centric approach like academic mentoring, participative learning, etc.
- 4.1.3 Apart from the prescribed remedial plan, the faculty is also expected to gather classroom inputs regarding hard topics, quires, etc. and provide an immediate respective remediation.

4.2 Boosters

It is a special academic drive for the fast learners to encourage them for achieving academic pace higher than the existing one. The inculcation of academic distinction among fast learners is the prime objective of the boosters. The faculty is expected to conduct special interaction sessions, provide inputs of exceptional learning materials & e-contents and to continuously monitor their progress.



  
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विभेदित शिकणाऱ्यांसाठी समर्थन प्रणाली प्रदान करण्यासाठी तयार केलेले प्रोग्राम खालीलप्रमाणे आहेत.

#### 4.1 उपचारात्मक प्रशिक्षण

वरीलपैकी कोणत्याही उद्धृत पद्धतीने वर्गीकृत हळू शिकणाऱ्यांना उपचारात्मक प्रशिक्षण दिले जाईल. उपचारात्मक प्रशिक्षण ही एक पूरक परंतु अपरिवार्य प्रणाली आहे, जी पारंपारिक अध्यापन-शिक्षण प्रक्रियेसह वचनबद्ध आहे. ही प्रणाली विशिष्ट मर्यादित केली जाणार नाही परंतु ती अधिक व्यापक दृष्टिकोन आहे. हळू शिकणाऱ्यांची वर्धित करणे ही उपचारात्मक प्रणालीचे मुख्य उद्दीष्ट आहे.

- 4.1.1 हळू शिकणाऱ्यांना पारंपारिक उपचार सत्रांद्वारे केवळ त्यांच्याद्वारे पूर्व-संवादात उपस्थित केलेल्या मुद्द्यांविषयी शिकवले जाऊ शकते.
- 4.1.2 हळू शिकणाऱ्यांना शैक्षणिक मार्गदर्शन, सहभागात्मक शिक्षण इ. सारख्या शिकवणुकीच्या केंद्रित दृष्टिकोनातून शिकवले जाऊ शकते.
- 4.1.3 विहित उपाययोजनांव्यतिरिक्त, प्राध्यापकांनी कठोर विषय, विद्यार्थ्यांची समस्या, इत्यादींविषयी वर्गातील माहिती गोळा करणे आणि त्वरित संबंधित उपचार उपलब्ध करून देणे अपेक्षित आहे

#### 4.2 बूस्टर

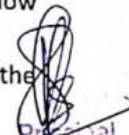
विद्यमान विद्यार्थ्यांपेक्षा शैक्षणिक वेग वाढविण्यासाठी वेगवान विद्यार्थ्यांना प्रोत्साहित करणे हे विशेष शैक्षणिक अभियान आहे. वेगवान शिकणाऱ्यांची शैक्षणिक वेगळेपणा वाढवणे हे बूस्टरचे मुख्य उद्दीष्ट आहे. प्राध्यापकांकडून विशेष परस्परसंवाद सत्र आयोजित करणे, अपवादात्मक शिक्षण साहित्य व ई-सामग्रीचे आदान प्रदान करणे आणि त्यांच्या प्रगतीवर सतत नजर ठेवणे अपेक्षित आहे.

### 5. Systematic Operating Procedure (SOP)

Following is the SOP for implementing the sustenance system for slow and fast learners.

- 5.1 Faculty has to choose the appropriate method for classifying slow and fast learners.
- 5.2 The method can be selected by recognizing the subject's attributes, learners' competence and faculty expectations.
- 5.3 Preferably for newcomers with no need of bridging in courses, CCT can be executed.
- 5.4 The newcomers entering into entire new courses can be assessed by the formative assessment technique.
- 5.5 Already enrolled learners can be assessed by formative as well as by summative evaluations.
- 5.6 Once the method chosen the execution has to be done with a systematic approach to achieve satisfactory outcomes.
- 5.7 The classified slow learners will be subjected to remedial and fast learners to boosters of respective faculty.
- 5.8 The remedial and boosters are an utmost concern of the faculty and must follow the guide lines cited above.
- 5.9 The faculty must retain the objectivity of the program and strive to attain the outcomes accordingly.



  
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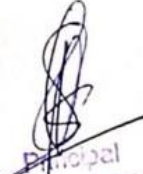


पद्धतशीर ऑपरेटिंग प्रक्रिया (एसओपी)

हळू व वेगवान शिकणाऱ्यांसाठी निर्वाह प्रणाली लागू करण्यासाठी एसओपी खालीलप्रमाणे आहे.

- 5.1 हळू व वेगवान विद्यार्थ्यांचे वर्गीकरण करण्यासाठी प्राध्यापकांना योग्य पद्धत निवडावी लागेल.
- 5.2 विषयाची वैशिष्ट्ये, शिकणाऱ्याची क्षमता आणि शिक्षकांच्या अपेक्षा ओळखून ही पद्धत निवडली जाऊ शकते.
- 5.3 कोर्समध्ये ब्रिजिंगची गरज नसलेल्या नवख्या विद्यार्थ्यांना प्राधान्याने सीसीटी कार्यान्वित करता येईल.
- 5.4 संपूर्ण नवीन अभ्यासक्रमांमध्ये प्रवेश करणाऱ्या नवख्यांचे मूल्यांकन रचनात्मक मूल्यांकन तंत्रात केले जाऊ शकते.
- 5.5 आधीच नोंदणीकृत विद्यार्थ्यांचे मूल्यांकन रचनात्मक तसेच सारांश मूल्यांकनाद्वारे केले जाऊ शकते.
- 5.6 एकदा ही पद्धत निवडल्यानंतर समाधानकारक परिणाम प्राप्त करण्यासाठी कार्यवाही पद्धतशीर दृष्टिकोनाने केली पाहिजे.
- 5.7 वर्गीकृत हळू आणि वेगवान शिकणाऱ्यांना ताबडतोब संबंधित विद्याशाखाच्या उपचारात्मक आणि बूस्टरच्या अधीन केले जाईल.
- 5.8 उपचारात्मक आणि बूस्टर ही प्राध्यापकांना अत्यंत महत्वाचे आहे म्हणून वर नमूद केलेल्या मार्गदर्शक ओळींचे अनुसरण करणे आवश्यक आहे.
- 5.9 प्राध्यापकांनी कार्यक्रमाची उद्दीष्टता टिकवून ठेवणे आवश्यक आहे आणि त्यानुसार निकाल मिळविण्यासाठी धडपडणे आवश्यक आहे.



  
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# PORTFOLIO HIGHLIGHTING REMEDIAL COACHING COMMITTEE

**MAHATMA GANDHI ARTS, SCIENCE AND LATE NASARUDDHINBHAI  
PANJWANI COMMERCE COLLEGE ARMORI,  
DIST. - GADCHIROLI  
Portfolio 2022-23**

Principal and Staff Council Chairman	-	Dr. L. H. Khalsa
Vice-Principal	-	Dr. C. P. Dorlikar
IQAC Coordinator	-	Dr. P. S. Ganvir
Staff Council Secretary	-	Dr. V. H. Raiwatkar
Program Heads		1. Arts - Dr. N. N. Meshram
		2. Commerce - Dr. M. M. Thaore
		3. Science - Dr. J. N. Papadkar

Committees	Obligatory Functions	In-charge
<b>IQAC</b>	<ul style="list-style-type: none"> <li>Institutional Annual Academic Calendar,</li> <li>Co-curricular Diary Checking</li> <li>Governance Attributes, Policies Administrative Setups, Rules, Codes, Procedures, etc.</li> <li>Strategic Plans and its Deployments</li> <li>Collection of relevant documents from staff</li> <li>Meeting with staff on strategic issues, etc.</li> <li>API verifications</li> <li>Institutional Annual Report</li> <li>Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Dr. P. S. Ganvir</li> <li>2. Dr. N. D. Bansod</li> <li>3. Prof. V. P. Padole</li> <li>4. Dr. C. D. Mungmode</li> <li>5. Dr. S. S. Kola</li> <li>6. Prof. S. K. Mohurle</li> <li>7. Dr. N. N. Meshram</li> <li>8. Dr. V. I. Kahalkar</li> </ol>
<b>Academic Activities Planning, Monitoring and Implementation Committee</b>	<ul style="list-style-type: none"> <li>Drafting of Departmental Academic Calendars</li> <li>Planning of Certificate/Add on/Value added Courses</li> <li>Drafting of POs, PSOs and COs</li> <li>Project/Field works/Field Visit Internships Curriculum Vigilance (Syllabus Completion)</li> <li>Collection of Letters of Paper setting/ Valuation / BOS / Academic Council, etc.</li> <li>Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Dr. P. S. Ganvir</li> <li>2. Dr. N. D. Bansod</li> </ol>
<b>Feedback Analysis Committee</b>	<ul style="list-style-type: none"> <li>Student</li> <li>Teacher</li> <li>Employer</li> <li>Parent</li> <li>Alumni</li> <li>Student Satisfaction Survey</li> <li>Relevant spontaneous and directed activities</li> </ul>	Dr. M. M. Thaore
<b>Admission and Result Analysis Committee</b>	<ul style="list-style-type: none"> <li>Enrolments - Gender-wise, Category-wise, Course-wise and Programme-wise</li> <li>Approved University Letters and Lists of Sanctioned and Filled Student Strength</li> <li>Analysis of Results along with Interface Meetings</li> <li>Evaluation of POs, PSOs and COs</li> <li>Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Dr. J. N. Papadkar</li> <li>2. Dr. C. P. Dorlikar</li> <li>3. Shri. R. J. Hemke</li> </ol>



<b>Innovative Teaching-Learning Committee</b>	<ul style="list-style-type: none"> <li>• Remedial-boosters, Seminar, GD, Flip, Problem Solving Techniques, Projects, etc.</li> <li>• ICT Usage, e-Content Development</li> <li>• e-Courses like SWAYAM, etc.</li> <li>• Miscellaneous student centric initiatives</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Prof. N. A. Borode</li> <li>2. Dr. C. D. Mungmode</li> <li>3. Prof. A. P. Raut</li> </ol>
<b>Internal and External Assessment Committee</b>	<ul style="list-style-type: none"> <li>• Planning, Monitoring of Internal and External Assessments</li> <li>• Respective Grievances</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Prof. G. W. Borkar</li> <li>2. Prof. V. P. Padole</li> </ol>
<b>Research Development and Incubation Committee</b>	<ul style="list-style-type: none"> <li>• Planning and Monitoring of Research funds</li> <li>• Organizing Symposiums on Research Methodology and IPR</li> <li>• Encouraging faculty to publish research articles in UGC Care List publications, books, chapters, conf. proceedings, etc.</li> <li>• Incubation Centre</li> <li>• Proposals and monitoring of higher learning centres (IHLRSS) and CIC.</li> <li>• MoUs/Collaboration/Linkages</li> <li>• Organization of Science Exhibition and participations in research based events.</li> <li>• Relevant spontaneous and directed activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Dr. N. D. Bansod</li> <li>2. Dr. C. D. Mungmode</li> </ol>
<b>Environment Study Centre</b>	<ul style="list-style-type: none"> <li>• PBR</li> <li>• Green Initiatives within and beyond the Campus, Alternating Energy Resources, Water Conservations, Eco Club. Green Army etc.</li> <li>• Campus Beautification</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Dr. V. I. Kahalkar</li> <li>2. Dr. V. P. Gorde</li> </ol>
<b>Knowledge and Resource Committee</b>	<ul style="list-style-type: none"> <li>• Workshops, Seminars, Conferences on respective subjects</li> <li>• Student participations in Intra- &amp; Interuniversity symposiums/relevant events</li> <li>• Symposiums on Entrepreneurships</li> <li>• Library Automation-ILMS, e-Resources, Purchases and Footfalls</li> <li>• Library Orientation Program, DelNet, N-list and Introduction of New Resources</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Dr. V. H. Raiwatkar</li> <li>2. Dr. K. N. Wasurke</li> </ol>
<b>NSS Department</b>	<ul style="list-style-type: none"> <li>• Extension Activities for Students,</li> <li>• Outreach Activities including road safety campaign</li> <li>• Student participations in Intra- &amp; Interuniversity extension events</li> <li>• Statistics of Participation and Awards</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Prof. S. M. Sontakke</li> <li>2. Dr. S. T. Nagdeve</li> </ol>
<b>Press, Media and Publicity Committee</b>	<ul style="list-style-type: none"> <li>• News</li> <li>• Life Long Education and Extension</li> <li>• Population Club, Electoral Club, etc.</li> <li>• Relevant spontaneous and directed activities</li> </ul>	Prof. D. M. Ghonmode





<b>Website, Social Media and e-Governance Committee</b>	<ul style="list-style-type: none"> <li>• Website Development and Maintenance</li> <li>• Development and Maintenance of Facebook and YouTube handles</li> <li>• Development and Maintenance of e-Governance</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Prof. V. P. Padole</li> <li>2. Prof. N. A. Borode</li> <li>3. Prof. S. D. Chute</li> </ol>
<b>Infrastructure Committee</b>	<ul style="list-style-type: none"> <li>• Existing Maintenance (Civil, Electrical, etc.)</li> <li>• Proposal of New Purchase</li> <li>• Development and Maintenance of IT Infrastructure</li> <li>• Fire Safety Equipment and Maintenance</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Dr. D. V. Thakare</li> <li>2. Dr. G. M. Kadhav</li> <li>3. Prof. A. P. Raut</li> <li>3. Dr. S. S. Kola</li> </ol>
<b>Well-wisher Committee</b>	<ul style="list-style-type: none"> <li>• Alumni Associations,</li> <li>• Parent-Teacher Association</li> <li>• Relevant spontaneous and directed activities</li> </ul>	Prof. M. K. Ramteke
<b>Student Welfare and Discipline Committee</b>	<ul style="list-style-type: none"> <li>• Govt./Non-govt. scholarships-Free-ships pursuit</li> <li>• Academic Excellence Awards</li> <li>• Disable friendly environment</li> <li>• Caretaker/Mentor-Mentee Scheme</li> <li>• Sports, Gymnasium and indoor stadium and maintenance</li> <li>• Statistics of Participations</li> <li>• Discipline and Morning Prayer</li> <li>• Student Grievances</li> <li>• Code of Conducts</li> <li>• Earn and Learn Scheme Committee</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Dr. C. P. Dorlikar</li> <li>2. Dr. D. V. Thakare</li> <li>3. Prof. G. W. Borkar</li> <li>4. Prof. S. K. Mohurle</li> </ol>
<b>Women Empowerment Committee</b>	<ul style="list-style-type: none"> <li>• Women's development cell</li> <li>• Girls Common Room and Washroom Maintenance and Inspection</li> <li>• Women's Grievance and Redressal Cell (Vishakha Guidelines)</li> <li>• Gender Equity Initiatives</li> <li>• Relevant spontaneous and directed activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Prof. S. B. Kumre</li> <li>2. Dr. S. T. Nagdeve</li> <li>3. Prof. S. K. Mohurle</li> </ol>
<b>Employment Guidance Bureau/ Student Capacity Building Committee</b>	<ul style="list-style-type: none"> <li>• Events for Soft Skills/Life Skills (Yoga/Physical fitness, health and Hygiene)/Language-Communication Skills/ICT-Computing Skills</li> <li>• Competitive Examination Guidance and Counselling</li> <li>• Placements, Progressions, Exam Qualifications</li> <li>• Relevant spontaneous and directed activities</li> </ul>	Prof. P. S. Meshram
<b>Staff Welfare and Empowerment Committee</b>	<ul style="list-style-type: none"> <li>• Record of Full-time teachers (NET/SET/PhD, Committee/Recognition Letters, Awards, etc.)</li> <li>• Welfare Measures,</li> <li>• Appraisal Systems for Promotions,</li> <li>• Financial Support from Institute,</li> <li>• Attendance to FDP/Trainings/Orientations/Refreshers, Staff guidance and training, etc.</li> <li>• Staff Training and Guidance</li> <li>• Relevant spontaneous and directed activities</li> </ul>	Dr. V. P. Gorde




<b>Internal and External Audit Committee</b>	<ul style="list-style-type: none"> <li>• Academic</li> <li>• Financial</li> <li>• AISHE/NIRF/ISO/NBA/etc. Certifications and Reports,</li> <li>• Green Audits, Energy Audits and Environment Audits</li> <li>• Relevant spontaneous and directed activities</li> </ul>	1. Dr. N. N. Meshram 2. Dr. V. I. Kahalkar 2. Dr. S. S. Kola 3. Shri. D. G. Nimgade
<b>Cultural Department</b>	<ul style="list-style-type: none"> <li>• Commemorative days,</li> <li>• Creation of Inclusive Environment</li> <li>• All Cultural Events</li> <li>• Student participations in Intra- &amp; Interuniversity cultural events</li> <li>• Record of the Participation and Awards</li> <li>• Relevant spontaneous and directed activities</li> </ul>	1. Prof. S. B. Gedam 2. Dr. G. M. Kadhav
<b>Dr. B. R. Ambedkar and Mahatma Gandhi Study Centre</b>	<ul style="list-style-type: none"> <li>• All the relevant activities associated with the study centres</li> <li>• Relevant spontaneous and directed activities</li> </ul>	1. Dr. R. M. Thombre 2. Prof. D. M. Ghonmode

Note -

1. All the committee heads should take their charges immediately.
2. The committee heads should assure the functional synchronization with the policies and planning of the Internal Quality Assurance Cell.
3. The planning, implementation, monitoring, documentation, etc. of activity/initiative/event are the primary responsibilities of the committee heads.
4. The discrete report (prescribed format) of an individual activity/initiative/event should be submitted to the IQAC within 06 working days of its execution.
5. The cumulated report is expected to be submitted at the end of the session on prior notice in form of an Annual Report.
6. The committees will be functional till the further notice.

Date - 28/09/2022  
Place - Armori



  
Principal  
Mahatma Gandhi Arts  
Science & Late  
N. P. Commerce College,  
Armori, Dist - Gadchiroli