



## Yearly Status Report - 2018-2019

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>	MATSYODARI SHIKSHAN SANSTHA'S ARTS COLLEGE, TIRTHPURI
Name of the head of the Institution	Gaikwad Rajendra Jagannathrao
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	02483-297507
Mobile no.	9503512447
Registered Email	mssartscollege@tirthpuri@gmail.com
Alternate Email	rjgaikwad5757@gmail.com
Address	At Post Tirthpuri, Tal. Ghansawangi, Dist. Jalna
City/Town	Tirthpuri tq Ghansawangi Dist Jalna
State/UT	Maharashtra
Pincode	431209

**2. Institutional Status**

Affiliated / Constituent	<b>Affiliated</b>
Type of Institution	<b>Co-education</b>
Location	<b>Rural</b>
Financial Status	<b>state</b>
Name of the IQAC co-ordinator/Director	<b>Dr. Jadhav Pradip Vijay</b>
Phone no/Alternate Phone no.	<b>02483297507</b>
Mobile no.	<b>8888352755</b>
Registered Email	<b>karwande.santosh@gmail.com</b>
Alternate Email	<b>jadhavma99@gmail.com</b>

**3. Website Address**

Web-link of the AQAR: (Previous Academic Year)	<a href="http://mssact.com/ATR/IQACMinutesMeeting2018_19.pdf">http://mssact.com/ATR/IQACMinutesMeeting2018_19.pdf</a>
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**4. Whether Academic Calendar prepared during the year**

if yes,whether it is uploaded in the institutional website: Weblink :	<a href="http://mssact.com/pdf/Academic%20Calendar%202018-2019.pdf">http://mssact.com/pdf/Academic%20Calendar%202018-2019.pdf</a>
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**5. Accrediation Details**

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.36	2019	15-Jul-2019	15-Jul-2024

**6. Date of Establishment of IQAC****15-Jul-2012****7. Internal Quality Assurance System**

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

New Value-added Courses through Vedanta Foundation, Mumbai	16-Apr-2019 01	125
Workshop on IQAC Quality Initiatives	21-Feb-2019 01	25
Workshop on Personality Development	04-Jan-2019 01	25
<a href="#">View File</a>		

**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/ t/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
<b>No Data Entered/Not Applicable!!!</b>				
<b>No Files Uploaded !!!</b>				

**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View File](#)

**10. Number of IQAC meetings held during the year :**

2

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

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

1) A OneDay Workshop on Personality Development 2) A OneDay Workshop on Quality Initiatives 3) Staring New Valueadded Courses in Collaboration with Vedanta Foundation, Mumbai

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**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

Plan of Action

Achivements/Outcomes

Getting ISO Certification done	Got ISO Certification Done
Getting Institute Level and University Level Academic and Administrative Audit Done	Got Academic and Administrative Audit Done by the Parent University
Inculcation of Quality	Conducted a One-Day Workshop on Quality Initiatives in IQAC
Training Programme for Teachers	Conducted a One-Day Workshop on Personality Development
New Value added Courses in Collaboration with Vedanta Foundation	Started Course in Tailoring, Beauty Parlour, Computer Applications, Financial Accounting
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14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	Yes
Date of Visit	03-Jul-2019
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	15-Jan-2020
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	The College has installed CMS software to provide services to the students. With the help of this system, the academic record of all students and teachers is kept in a systematic way.

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

- **Strict Adherence to the Academic Calendar:** After the reopening of the college in the month of June, the academic calendar is prepared by the IQAC. It outlines the academic plans which are conveyed to the teachers and the students. The teaching, learning and overall curricular activities are carried out strictly as per the Academic Calendar throughout the year.
- Contribution

of BOS members of the College: Matsyodari Shikshan Sanstha's Arts College Tirthpuri is located in rural area of Jalna District. The college strictly adheres to the curriculum designed and prescribed by the university with respect to an effective delivery. Some of the senior teachers who are the members of BOS contribute significantly by providing their inputs in the university curriculum design. Since the college runs only Arts faculty, the inputs are provided considering the needs of the rural area students in Arts faculty. While doing this, the feedback taken from different stakeholders is also taken into consideration.

- Mechanism for the Effective Curriculum Delivery: After the admission process, each department conducts departmental meeting in which the issues of work load distribution, personal time table and Annual Teaching Plan of each faculty of the department are discussed thoroughly. In the initial phase, slow learners and advanced learners are identified and plans and provisions with respect to such students are prepared.
- Each faculty member enjoys an academic flexibility with respect to the effective curriculum delivery of his or her subject/paper.
- Curriculum Enrichment through Incorporation of Diverse Subjects: Each faculty member takes immense care of incorporating diverse subjects while catering their course contents to the learners. In order to do so, a care has been taken to use optimum ICT teaching/learning devices like K-Yan, LCD projectors, mobile phones, video etc. Most of the departments also arrange Study Tours and Field Trips in order to make the students learn on their own observations and experiences. Such techniques help both the teachers and learners to actively take part in teaching and learning process. Apart from this, most of the departments run subject related certificate courses which add grace and elegance to the main subjects and make the reception of course contents more feasible.
- Internal Evaluation to check Effective Curriculum Delivery: Each faculty member continuously evaluates the degree of learners' reception of the course content by conducting semester wise tests and seminars. The students are able to know about their academic progress through such testing and are able to bring desired improvements in their academic performance. In addition to this, syllabus related projects are also assigned to the students which make them learn on their own. This process encourages both the slow and advanced learners and helps them realize the outcomes of the individual subject and overall programme respectively.
- Other Remedial Measures: If a teacher feels that the syllabus will not be covered in the given stipulated time in the semester, he/she conducts extra lectures in order to complete the course content to the maximum satisfaction of the learners.

#### 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employability/entrepreneurship	Skill Development
Certificate Course in Dairy Products	Diploma in Dairy Products	19/07/2018	365	Yes	Yes
Certificate Course in Drip Technology	Diploma in Drip Technology	19/07/2018	365	Yes	Yes

#### 1.2 – Academic Flexibility

##### 1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BVoc	Degree Course in Drip	19/07/2018

	<b>Technology</b>	
<b>BVoc</b>	<b>Degree Course in Dairy Products</b>	<b>19/07/2018</b>
<a href="#">View File</a>		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
<b>BVoc</b>	<b>Dairy Products</b>	<b>19/07/2018</b>
<b>BVoc</b>	<b>Drip Technology</b>	<b>19/07/2018</b>
<b>BA</b>	<b>Economics</b>	<b>15/06/2018</b>
<b>BA</b>	<b>English</b>	<b>15/06/2018</b>
<b>BA</b>	<b>History</b>	<b>15/06/2018</b>
<b>BA</b>	<b>Sociology</b>	<b>15/06/2018</b>

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	<b>100</b>	100

### 1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
<b>B.Voc. in Dairy Products</b>	<b>19/07/2018</b>	<b>50</b>
<b>B.Voc. in Drip Technology</b>	<b>19/07/2018</b>	<b>50</b>
<b>Certificate Course in Communication Skills in English</b>	<b>15/06/2018</b>	<b>14</b>
<b>Upayojit Marathi</b>	<b>15/06/2018</b>	<b>15</b>
<b>Prayojanmulak Hindi</b>	<b>15/06/2018</b>	<b>15</b>
<b>Tavel and Tourism</b>	<b>15/06/2018</b>	<b>15</b>
<b>Personality Development</b>	<b>15/06/2018</b>	<b>15</b>
<b>Banking</b>	<b>15/06/2018</b>	<b>15</b>

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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
<b>BA</b>	<b>Public Aadminstration</b>	<b>4</b>
<b>BVoc</b>	<b>Drip Technology</b>	<b>12</b>
<b>BVoc</b>	<b>Dairy Products</b>	<b>9</b>

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### 1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
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Teachers	Yes
Employers	
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>Since the affiliated colleges do not have the authority to frame its own curriculum, the institute provides suggestions to the parent university for improvements. Each year, the institute obtains structural feedback on curriculum from Students, Teachers, Alumni and Parents. It is then analyzed thoroughly and the needs of all these stakeholders are taken into consideration for improvements. It is also studied that whether the curriculum satisfies the varied and copious needs of these stakeholders or not. Considering the needs and loopholes expressed by stakeholders, the overall analysis and its findings are conveyed to the parent university for improvements at the time of revision of the curriculum. These suggestions are conveyed to the university by the members of the Board of Studies of respective subjects. The analysis and findings are then uploaded on institutes website for the stakeholders. Different faculty members also take an active part in the workshops pertaining to the curriculum and provide their suggestions for the overall improvement of the curriculum. The institute also seeks feedback from different stakeholders with respect to various facilities and services rendered by the institute and improvements are brought about accordingly for better serving.</p>

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	Political Science	360	111	111
BA	Psychology	360	94	94
BA	Public Administration	360	85	85
BA	Geography	360	83	83
BA	History	360	116	116
BA	Sociology	360	95	95
BA	Economics	360	100	100
BA	Marathi	360	141	141
BA	Hindi	360	124	124
BA	English	360	62	62
<a href="#">View File</a>				

### 2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled	Number of students enrolled	Number of fulltime teachers	Number of fulltime teachers	Number of teachers

	in the institution (UG)	in the institution (PG)	available in the institution teaching only UG courses	available in the institution teaching only PG courses	teaching both UG and PG courses
2018	520	0	18	0	18

### 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
18	18	42	4	2	42

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

In the earlier phase of the academic year, the list of mentors is declared and the students are divided and distributed among the full time mentor teachers. These allotted students to each teacher remain in constant touch with the teachers and their academic and stress related problems are solved and its record is kept by the mentor teachers. Their academic record is tracked and conveyed to their parents. Apart from this, the mentors take care that maximum students remain present and are fully involved in curricular, Co-curricular and Extra-curricular activities throughout the academic year. Since Tirthpuri is a drought-prone area of Marathwada region of Maharashtra, most of the rural area students are forced to work skipping their classes by their parents. In such scenario, the mentors also involve in the counseling of the parents and persuade them not to send the learners to work. This is how the mentors take immense care of the adopted students and save their educational loss. The mentor teachers also occasionally support the financially weaker students by paying their fees. This is how a strong bond is created between the mentor and the adopted student. Each mentor persuades their adopted students to enroll their names in subject related certificate courses, Bridge and Remedial courses in order to make them involve in more and more academic activities.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
520	18	1:29

### 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
18	18	0	0	1

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2018	Nil	Assistant Professor	Nil
2019	Nil	Associate Professor	Nil
No file uploaded.			

### 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BVoc	DT-1	March/April 2019	17/07/2019	16/09/2019
BVoc	DP-1	Oct./Nov. 2018	02/05/2019	05/06/2019
BA	BA1	Oct./Nov. 2018	01/11/2018	27/12/2018
BA	BA2	April/May 2019	16/04/2019	28/06/2019

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Except the paper of Project Evaluation for Third Year and short term subject related certificate courses, all theory papers have 100 assessment weightage through end-semester evaluation leaving a meager chance for the teachers to evaluate the learners' performance internally. Considering the supreme importance of continuous internal assessment, the institute has initiated a process of the same through periodic tests and seminars at the end of each semester. While preparing the academic calendar, a care has been taken to reserve a space for class tests and seminars to assess the learning levels of the students before they appear for university examinations. With respect to CIE, the institute focuses its extensive attention on Outcome based education.

That's why the internal evaluation is lined-up with Programme Outcomes, Programme Specific Outcomes and Course Outcomes. Despite these techniques of internal evaluation, a need was felt to bring reformations in the CIE to attain the desired results on a greater scale.

- MCQs Tests: In order to assess learners' accuracy, objectivity and clarity of concepts, most of the internal tests are conducted in the form of multiple choice questions. This gives scope to check their ability to make fine discriminations and apply inductive and deductive logic while attempting these questions.
- Games, Crossword Puzzles and Quizzes: Beyond formal testing methods, a unique practice of playing knowledge enhancing games, solving crossword puzzles and conducting subject related quizzes is in practice to evaluate the academic progress of the learners.
- Google Classroom Assignments: Some of the interested students are given small assignments through Google Classroom which they complete within given time.
- Tests Based on Surveys and Field Trips: Students of Geography, Sociology, Psychology, Political Science, Public Administration and Diploma courses are specifically given tests related to their field work.
- Yearly General Knowledge Test: Considering the need of B.A. programme students, students of all subjects are given compulsory General Knowledge test in order to inculcate a sense and spirit for various competitive examinations in them.
- Multiple Assessment Tools: Apart from written tests, the students are asked to prepare seminars on different subjects of their own choice. Oral Examinations are conducted with regard to the projects prepared by the students. Case studies and report writing also form an important component of internal evaluation.
- Internal and External Expert Evaluation: The projects are evaluated by both the internal and external expert nominated by the university in order to bring transparency in the evaluation process. Wherever necessary, the faculty members of each department make reformative changes in the internal evaluation methods as per suggestions of the students.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

After the reopening of the college in the month of June, the academic calendar is prepared by the IQAC. It outlines the academic plans which are conveyed to the teachers and the students. The teaching, learning and overall curricular activities are carried out strictly as per the Academic Calendar throughout the year. The academic calendar is prepared every year to plan curricular and co-curricular activities at the institutional level. The schedule of internal evaluation is clearly mentioned in the academic calendar and is strictly followed throughout the year. The academic year starts from the month of June and ends in the month of April when the examinations are over. The tentative dates of tests, seminars, projects, field trips and practical examinations are predetermined and conducted accordingly in both the semesters. At the end of September, the teaching of first term courses is almost over. Hence, the first test/seminar is scheduled in the middle of September before the university examinations. A compulsory General Knowledge test is also conducted in the month of September and its result is prepared. The results of class tests are conveyed to the students in order to relate the progress of their performance. The university examinations commence in the month of October and evaluation is done in 45 days. Keeping in view B.A. III project writing, study tours and field trips are organized in the month of December each year. Tests and seminars of second term are scheduled in the month of February before the commencement of university examinations which generally take place in the second week of March. Before the commencement of university examinations, project submission and practical (Oral Examination and Project Submission) of Geography and Psychology subjects begin. Right after the university examinations, assessment work begins and the results are declared either at the end of May or in the first week of June. Short-term internships and industry visits depend on the available dates of the concerned industries. The feedback on curriculum is collected during the second term examinations. In short, all the activities pertaining to CIE are carried out strictly as per the schedule mentioned in the Academic Calendar for smooth functioning.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://mssact.com/pdf/PSO/AllProgrammeOutcome.pdf>

### 2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
BA-03	BA	English	13	8	61.53
BA-03	BA	Geography	15	14	93
BA-03	BA	Public-Administration	17	9	52
BA-03	BA	Marathi	31	26	83
BA-03	BA	Hindi	27	20	74
BA-03	BA	Economics	27	18	66
BA-03	BA	Psychology	23	23	100
BA-03	BA	Political Science	26	16	61
BA-03	BA	History	26	13	50

[View File](#)**2.7 – Student Satisfaction Survey**

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://mssact.com/pdf/SSSAOAR2018-19.pdf>

**CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION****3.1 – Resource Mobilization for Research**

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	00	NA	0	0
<i>No file uploaded.</i>				

**3.2 – Innovation Ecosystem**

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
A One-Day State Level Seminar on Intellectual Property Rights	Library	05/12/2018
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3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
<b>No Data Entered/Not Applicable !!!</b>				
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
<b>No Data Entered/Not Applicable !!!</b>					
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**3.3 – Research Publications and Awards**

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
00	00	00

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NA	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Hindi	4	5.45

International	Marathi	5	5.52
International	History	3	5.75
International	Public Administration	3	4.63
International	Geography	2	5.06
International	Psychology	1	5.76
International	Political Science	2	5.5

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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Psychology	2
Geography	3
Marathi	1
Hindi	3

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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
NA	NA	NA	2018	0	NA	0

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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NA	NA	NA	2018	0	0	NA

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	1	27	2	0
Attended/ Seminars/Workshops	0	0	1	0

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### 3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such	Number of students participated in such

		activities	activities
Gram Swacchata	MSS Arts College Tirthpuri and Grampanchayat Eklahera	3	75
Health Check Up Camp for Children	MSS Arts College Tirthpuri and Grampanchayat Eklahera	3	75
Tree Plantation	MSS Arts College Tirthpuri and Grampanchayat Eklahera	3	75
Superstition Eradication Rally	MSS Arts College Tirthpuri and Grampanchayat Tirthpuri	18	148
Kerla Flood Relief Fund Raiser Rally	MSS Arts College Tirthpuri and Grampanchayat Tirthpuri	21	145

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Gram Swacchata	Best N.S.S. Unit Award	Gram Panchayat, Eklahera	75

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3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Women Empowerment	MSS Arts College Tirthpuri and Grampanchayat Tirthpuri	Save Girl Child Rally	18	218
Gram Swacchata	MSS Arts College Tirthpuri and Grampanchayat Tirthpuri	Village Cleanliness	18	127

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### 3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Student and Faculty	Students and	The Institute	15

Exchange	Teachers		
Faculty Exchange for Research	Teachers	The Institute	10
<a href="#">View File</a>			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship/Training	Internship for Vocational Students	Samarth Doodh Utpadak Sangh, Ambad	16/07/2018	30/04/2019	100
Internship/Training	Internship for Vocational Students	Samartha Sahakari Sugar Factory, Ankushnagar	16/07/2018	30/04/2019	100
Paramarsh	Training for Quality in Higher Education	Shri Muktanand College, Gangapur, Dist. Aurangabad	11/01/2019	01/07/2019	21
Training for Teachers and Students	Life Management	Pankaja Institute, Aurangabad	04/01/2019	30/04/2019	118
<a href="#">View File</a>					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Vedant Foundation, Mumbai	16/04/2019	Vocational Education	48
Samarth Sahakari Sugar Factory Unit I, Ankushnagar	27/06/2018	Vocational Education	108
Samarth Sahakari Sugar Factory Unit II, TirthpuriI	27/06/2018	Vocational Education	108
Samarth Sahakari Doodh Sangh, Ambad	27/06/2018	Vocational Education	108
Jain Irrigation System, Jalgaon	21/06/2018	Vocational Education	108
<a href="#">View File</a>			

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
700000	303959

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Classrooms with Wi-Fi OR LAN	Existing
Value of the equipment purchased during the year (rs. in lakhs)	Existing
Video Centre	Existing
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Laboratories	Existing
Campus Area	Newly Added
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### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
SOUL	Fully	2.0	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	5983	622904	85	8730	6068	631634
Reference Books	915	1022904	48	14382	963	1037286
e-Books	0	0	80000	5900	80000	5900
Journals	18	18000	10	5000	28	23000
e-Journals	0	0	3886	5900	3886	5900
CD & Video	10	10000	0	0	10	10000
Library Automation	1	30000	0	0	1	30000
Others(specific)	14	25000	9	10000	23	35000

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
<b>No Data Entered/Not Applicable !!!</b>			

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#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	38	25	3	5	0	5	0	5	0
Added	27	27	0	0	0	0	0	0	0
Total	65	52	3	5	0	5	0	5	0

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

5 MBPS/ GBPS

##### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Media Center	<a href="http://www.mssact.com/Video/1.mp4">http://www.mssact.com/Video/1.mp4</a>

#### 4.4 – Maintenance of Campus Infrastructure

##### 4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
200000	160591	60000	56781

##### 4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Academic and Support Facilities • Computer Lab: Computer lab is regularly maintained by the faculty-in-charge and assistants along with menial staff of the institute. Intensive care has been taken to maintain cleanliness in the labs. The list of equipments of all labs and Virtual Classrooms is maintained in the stock register. Timely servicing of the desired apparatus is done in order to enhance the life and capacity wherever is required. The services of a technician Mr. Santosh from Tirthpuri are sought for this purpose. • Classrooms: A committee of two teachers is formed to look into the maintenance of the classrooms. Dr. Jadhav A.R. and Prof. Jogdand R.B. weekly make a survey of the classrooms and inspect the condition. In order to maintain the cleanliness, dustbins are kept outside the classrooms. For maintenance of the equipments of Virtual Classrooms, the services of external agencies are sought from time to time. • Department of Sports: Sports equipments are maintained by the director of sports department from time to time. • Department of Community College and B.Voc: A separate committee is formed to look into the matters of maintenance of equipments of these two courses. This work has been assigned to Prof. Kamble R.R. and Dr. Jadhav P.V. • Library: The library committee monitors and maintains the library. The work of pest controlling of books is regularly done to prevent vandalism of books and other learning resources from different types of insects. • Maintenance of Other Physical and Support Facilities: The services of a gardener are sought for the maintenance of trees, plants and lawn in the campus of the institute. The maintenance of electricity is done

regularly in order to ensure power supply without any interruption. For the safety and security at nights, two menial staff members along with a security guard are kept on duty at night. The services of sweepers and scavengers are sought to maintain the available lavatories and urinals of the institute. Thus, there are optimum systems to utilize and maintain all sorts of facilities of the institution.

<http://mssact.com/pdf/Policy.pdf>

## CRITERION V – STUDENT SUPPORT AND PROGRESSION

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Late Ankushro Tope Scholarship	0	0
Financial Support from Other Sources			
a) National	GOI and EBC	111	313902
b) International	NA	0	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Personal Counselling	16/07/2018	30	Head, Department of Psychology
Yoga and Meditation	16/07/2018	15	Yogguru Dilip Pidiyar, Patanjali Yoga Center, Chikhali. Dist. Buldana
Bridge Courses	16/07/2018	90	Heads of English, Marathi, Hindi, Geography, Psychology, Economics
Remedial Coaching	16/07/2018	60	Heads of English, Economics, Geography and Psychology
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2018	Competitive	70	40	0	0

	Exam Guidance Cell				
2019	Competitive Exam Guidance Cell	70	40	0	0

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
4	4	3

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Global Events and Services, Pune	520	13	NA	0	0

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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2018	1	B.A. Hindi	Hindi	YCMOU, Nashik	M.A. I Hindi
2018	1	B.A. Psychology	Psychology	Vivekanand College, Aurangabad	M.A. Psychology
2018	1	B.A. Political Science	Political Science	MSS Ankushrao Tope College, Jalna	M.A. Political Sscience
2018	1	B.A. Public Administration	Public Administration	MSS Ankushrao Tope College, Jalna	M.A. Public Administration
2018	1	B.A. Economics	Economics	MSS Ankushrao Tope College, Jalna	M.A. Economics

2018	1	B.A. Sociology	Sociology	Deogiri College, Aurangabad	M.A. Sociology
2019	2	B.A. English	English	MSS Arts, Commerce and Science College, Ambad	M.A. English
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year  
(eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	0
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Kho Kho	Institution	30
Kabaddi	Institution	36
Fishpond	Institution	123
Dance	Institution	8
Singing Competition	Institution	20
Anandnagari	Institution	16
Antakshari	Institution	15
Elocution	Institution	8
Kavyavachan (Poetry Recitation)	Institution	13
Rangoli	Institute	7

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### 5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	NA	National	0	0	00	NA
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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Students are one of the most important stakeholders of any educational institution. Keeping the importance of students in mind, the institute has taken care to give as much representation to students on all bodies as possible. The representation of students on Student Council was determined on merit basis as per University Act 1994, under section 40. Students are one of the most important stakeholders of any educational institution. Keeping the importance of students in mind, the institute has taken care to give as much

representation to students on all bodies as possible. The representation of students on Student Council was determined on merit basis as per University Act 1994, under section 40. Students are one of the most important stakeholders of any educational institution. Keeping the importance of students in mind, the institute has taken care to give as much representation to students on all bodies as possible. The representation of students on Student Council was determined on merit basis as per University Act 1994, under section 40. Besides

Student Council, the students have been given representation on various academic and administrative bodies of the institution. One current student Ku. Yogita Mapare and one Alumnus Shri Ravindra Arunrao Pawar are representatives in the IQAC. Similarly, Students have representations on various academic committees like Literary Forum and Social Sciences Forum. Each year, these departments publish the wall papers of their respective subjects in which the students have representation. Thus, the institute involves the students in academic and co-curricular activities.

#### 5.4 – Alumni Engagement

##### 5.4.1 – Whether the institution has registered Alumni Association?

Yes

The institute has registered the Alumni Association at Charity Commissioner. The students are the assets of any institution. Especially, the past students of the college are crucial in the overall making of the institution. The Alumni of our college work in all walks of life. Many of them are in business, industries, education, politics, social service and civil services. Once in a year, most of them attend the annual meet organized by the institution and contribute by providing their suggestions with regard to the development of the institution. Since most of the students are from the nearby villages around Tirthpuri, they help the N.S.S. Programme Officers to adopt villages for conducting camps. These former students are well aware where the developmental projects through N.S.S. camps need to be carried out. Hence, their assistance has always proved fruitful in this respect. In these camps, the Alumni assist the N.S.S. unit to organize blood-Donation Camps, Tree Plantations, building water storage tanks and other extension works. Besides, the alumni also make arrangement for the stay of volunteers at these villages during the N.S.S. camps. The local Alumni also participate in the annual functions of the institute and provide their help wherever required. As a part of a Best Practice, the institute has set a dress-code to the students. Some of the alumni members donate uniforms to the students who cannot afford to purchase it. Apart from this, the alumni also assist the institute by arranging food to the candidates who walk for interviews during Placement drives conducted by the institute. The noted alumni members are also invited by the institute to deliver lectures and provide their invaluable inputs to the students. This is how the alumni contribute significantly to the overall development of the institute.

##### 5.4.2 – No. of enrolled Alumni:

92

##### 5.4.3 – Alumni contribution during the year (in Rupees) :

0

##### 5.4.4 – Meetings/activities organized by Alumni Association :

Two Alumni Meetings were organized during 2018-2019. On 03/07/2019, The Association interacted with the NAAC Peer Team that visited the institute. The Alumni gave suggestions with respect to improvements in the services rendered by the institute. The noted Alumni members also informed the Peer Team members

about their professions and the benefits they received from the institution. These former students of the institute are well aware where the developmental projects through N.S.S. camps need to be carried out. Hence, their assistance has always proved fruitful in this respect. In these camps, the Alumni assist the N.S.S. unit to organize blood-Donation Camps, Tree Plantations, building water storage tanks and other extension works. Besides, the alumni also make arrangement for the stay of volunteers at these villages during the N.S.S. camps.

The local Alumni also participate in the annual functions of the institute and provide their help wherever required. Hence, they promised to help the institute in managing N.S.S. camps at various places in the meeting.

Some of the noted alumni members also promised to deliver lectures for the currently enrolled students on various subject of their interests. Thus, the alumni of the institute prove helpful to the institute by rendering their invaluable services.

## **CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 – Institutional Vision and Leadership**

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The institution believes in decentralization of work and swings all its components to participate in all activities for better results. At the initial phase of each academic year, various committees are formed which are in tune with the prepared academic calendar. There are more than 25 committees which look into the matters mentioned in the academic calendar. Each committee not only plays its respective role and gets the work done but also assists other committees in timely fulfilling the requirements. • Admission Committee: This committee works at the beginning of the academic year when the results are out.

• N.S.S.: N.S.S Committee works throughout the year as per the Action Plan devised by the university. • Time Table: Institutional time table for teaching and learning is worked out by this committee. • University Examination

Committee: One Chief Superintendant, two understudy and one answer book recorder are appointed to conduct university examinations in both semesters. One technical assistant is also appointed to help the committee conduct exams smoothly. • Social Sciences Forum: All teachers of Social Sciences prepare an Action Plan of programmes to be conducted throughout the year and programmes of respective subjects are carried out through this committee. • Literary Forum: The teachers of all three languages work out the plan devised at the beginning of the academic year by conducting respective programmes of their subjects. • Sports Committee: Sports Committee works out the sports activities throughout the year. • Cultural Committee: The members of this committee look into the matters of cultural activities like preparations for University Youth Festival and Annual Gathering. Apart from these committees, there are committees for Student Council, Vishakha, Discipline, UGC Proposals, Employment Cell, Earn and Learn Scheme and so on. The members of each committee work out the Action Plans of their respective committees throughout the year. Since each and every member of the institute participates in all activities irrespective of committees, each mechanism is able to accomplish its planned task effectively and smoothly. All the committees are in touch with the IQAC from where they seek guidance and direction wherever required. This is how a participative work culture is promoted in the institution.

6.1.2 – Does the institution have a Management Information System (MIS)?

**Yes**

### **6.2 – Strategy Development and Deployment**

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	<p>With respect to the admissions of the students for different programmes, the institute strictly follows the Government's norms of reservations. Some seats are also reserved for differently-abled students. The care has been taken that justice is fully done to all students irrespective of caste, creed, gender and religion.</p>
Industry Interaction / Collaboration	<p>The institute started two diploma courses in Drip Technology and Dairy Products under UGC's (N.S.Q.F.) Community College scheme from the year 2014-2015. The institute has collaborated with 04 different industries of the region from the point of view of these courses. The students of these courses are sent for internships and on-the-job trainings at these industries. The teachers are also deputed for different trainings at these industries. Apart from the idea of making the students of the rural area employable, the institute's aim in the introduction of Diploma in Drip Technology course was also to orient the villagers about the economic use of water in their fields through drip pipeline. The diploma students of the institute visited nearby farmers and prompted them to use drip pipeline in order to face water scarcity problem.</p> <p>Thus, the course promoted Jal-Sakasharata (Water Literacy) Campaign in the vicinity. Diploma in Dairy Products course helped to promote the rearing of animals like cows, goats and buffaloes. Earlier, the farmers used to sell these stray animals to butchers but now these animals are kept and nurtured in order to ensure regular and adequate income from the milk and other dairy products. Most of the former students of the institute have started their own Goat Farms in consultation with the faculty of Dairy Products course and they are earning handsomely.</p> <p>In short, the Vocational Education Training in the institute has contributed significantly in making the students self-reliant.</p>
Library, ICT and Physical Infrastructure / Instrumentation	<p>The central library has an Online Public Access Catalogue (OPAC). The teachers and students can access it with the details of Author, Title,</p>

Publication and Accession Number of the desired book. The Central Library of the institute is fully automated that uses the Integrated Management System (ILMS). All books available in the library have been registered on it. With the help of this system, students and teachers can trace the availability of the resources instantly and at ease. All the available books have been bar-coded and it is used for circulation with the help of a bar-code scanner with Laser. For this reason, the institute has installed SOUL 2.0 ILMS software with the version 2.0.10. The institute has also subscribed to the N-List of INFLIBNET. The teachers and interested students have been given access to it.

Research and Development	<p>The institute has a striking research culture. 17 out of 20 teachers of our institute are Ph.D. and 05 are M. Phil. We have a research committee which motivates staff members and students to undertake various research projects. The teachers are inspired to write more and more research articles in various journals and books and to present papers at various conferences and seminars. As a result, the teachers have published total 141 research articles in journals, books and conference proceedings during last five years. Similarly, 03 of our teachers have also published their books.</p>
Examination and Evaluation	<p>Internal Evaluation and university examinations are routine processes of the institute. Whether class tests, practical or project-related oral examinations, there are chances of mistakes or misunderstandings on part of teachers while evaluating the students' performance. The students who are not satisfied with the evaluation can lodge a complaint with the cell. The committee then resolves the issue. If some students are not happy with the university result, they too register the complaint and necessary action is taken with respect to this. The students can apply for revaluation/recounting through the Grievance Cell and also get the photocopy of their answer sheet as per university rules. At the time of university examinations, the university sends online question papers which are</p>

	<p>to be downloaded, printed and Xeroxed. If any complaint regarding the quality of printing appears, it too is resolved at the earliest and the time spent in this process is compensated by giving the grace time to the examinees. Issues like withholding the results, out of syllabus questions, scope and quality of questions are also handled by the committee and reported to the University for Further Consideration. In short, the mechanism with regard to examination related grievances are treated with extreme care and sensitivity by the institute.</p>
<p><b>Teaching and Learning</b></p>	<p>In each meeting of the IQAC, the discussion on teaching and learning strategies takes place thoroughly. The teachers are encouraged to use ICT to the maximum extent for the benefit of the students. The students are also made aware of POs, PSOs and COs at the initial phases in order to make them learn the objectives of their programmes and courses. The teachers are also urged to register their names at various MOOC courses for learning the innovative methods of teaching and learning.</p>
<p><b>Curriculum Development</b></p>	<p>Since Matsyodari Shikshan Sansthas Arts College, Tirthpuri is an affiliated college, it depends for Curriculum Development on the parent university. However, the BOS members of the institute provide invaluable suggestions to the university at various meetings. The feedback on curriculum taken from different stakeholders and its analysis is also conveyed to the university for suggestions. The local level BOS develops the curriculum of different subject related certificate courses which are helpful to the students. Some of the teachers of the institute develop curriculum of Diploma and B.Voc. courses as well.</p>

#### 6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
<p><b>Planning and Development</b></p>	<p>As per the yearly practice, the IQAC prepares the Action Plan which is approved by the principal and the management in the Governing Council (CDC). The academic calendar is prepared keeping in view the Action Plan chalked out by the IQAC and</p>

approved by the CDC. Quite a few examples of successful implementation of such strategic plans can be cited. 1) The decision of starting diploma courses was taken in the IQAC meeting in the year 2012-2013. This proposal was placed in the Governing Council meeting and it was approved immediately. These diploma courses are started from the year 2014-2015. 2) The agenda of Teacher-Parent Scheme was taken in one of the IQAC meetings. Accordingly, this scheme came into force from the year 2013-2014. 3) The plan of purchasing various equipments for Diploma Courses and ICT resources is also carried out as per the decision in the IQAC meeting. 4) The decision of granting a Study Leave to Mr. Bainade B.M. under UGC's Faculty Development Plan is implemented and a substitute teacher is also appointed in lieu of his place. 5) The plan of starting new subject-related certificate courses is also carried out as per the decision taken in the IQAC meeting. 6) The IQAC's decision of watering the plants and trees through drip facility is also successfully implemented in order to save water. 7) The ISO process is initiated for certification of the institution as per the plan of IQAC. 8) The perspective plan of starting B. Voc course is also successfully implemented. 9) Considering the long-felt need of girl students, a vending machine of sanitary napkins and its disposal machine is installed as per the decision taken in IQAC meeting. 10) The renovation of canteen is also done as per the IQAC decision. The institute aspires to fulfill more perspective plans like starting PG courses, erecting separate Library Building and building hostels for the students in near future. In short, all quality enhancing strategies and perspective plans have been prepared and documented through IQAC and CDC for their successful implementation. Apart from MIS, the institute has also different social media platforms to work out Planning and Development of the institute.

Administration

All the governing components of the institution strive hard to realize the motto of the trust in general and vision and mission of the institution

in particular. In the pursuit of this, quality is the prime benchmark. • The Management: The management's role is crucial and in tune with the vision and mission which is evident due to its persistent efforts in providing all sorts of facilities for smooth functioning of the institution. • Principal: The leadership of the principal assists the heads of the departments and the faculty members to infiltrate leadership qualities by circulating required impetus for achieving desired goals. • Head of the Department: Various activities are carried out at departmental level by the heads of the departments with the help of the principal. There is ample freedom to the heads of the departments with regard to organizations of the departmental activities which are in tune with the academic calendar of the institution. • Faculty: The faculty members are assigned different responsibilities by the heads which are carried out scrupulously by them to achieve desired ends. Apart from teaching, the faculty members work hard to organize more and more departmental activities throughout the year. Different committees are formed in the initial phase of the academic year to carry out the programmes mentioned in the academic calendar. This decentralization ensures the smooth functioning of each unit. • Non-teaching Staff: The non-teaching staff supplies each and every kind of assistance to the faculty members while following the academic calendar of the institution. Thus, each component of the institution strives hard to realize the vision and mission statement and to accomplish the objectives in order to enlighten and empower all. The institute seeks help of MIS for E-Governance for this purpose

#### Finance and Accounts

Internal and external financial audit is a regular practice of the institution. The institute seeks services of private Charter Accountants (Ashok Patil and Associates, Kailash Laddha and Associates) for conducting internal audits at the end of each financial year. The records of these audits are maintained in the administrative office. The external audit is conducted each year through

the Accountant General (A.G.) Nagpur. The rules of UGC, State Government and Central Government are strictly followed while carrying out these audits and their settlement. Hence, very few objections have arrived so far. There is a record of all verified receipts, payments, cashbooks, passbooks, vouchers, ledgers in the office. Apart from this, a record of deductions of L.I.C., Loans of employees, GPF and Income Tax is maintained by the office. U.G.C., Government of Maharashtra and tuition fees collected from the enrolled students are the main fund raising sources of the institution. The routine expenses of the institution are meted out through the available budget. For matters like construction of buildings or renovations, the institute largely depends on the funds provided by the trust. The mobilization of funds is carried out through the following bodies:

- Governing Body: The annual budgetary allocation is placed in the Governing Body's meeting for approval.
- Finance Committee: Finance Committee determines the expenditure to be meted out through available/sanctioned funds.
- Building Committee: The Building Committee utilizes the sanctioned funds for construction of building/renovation/extension.

• Purchase Committee: Purchase Committee takes care of purchasing various equipment/resources through the funds allocated. All purchases are carried out by taking at least three quotations from three different parties and selecting the cheapest by comparing and bargaining. The institute meticulously promotes digital processes in order to save papers. Most of the instructions and messages are issued through E-media in order to save menial staff and papers. The institute's 100 use of LED lights and tubes saves the electricity.

In addition to this, a care has continuously been taken to switch off lights and fans in empty halls and classrooms. There is a separate committee to inspect whether there is no wastage of power in the halls and classrooms. This is how the institute scrupulously utilizes the funds and resources and sets an example before students that the resources of the

	institute actually are the asset of the nation.
Student Admission and Support	For students admission and Support, the institute depends on university website developed by Maharashtra Knowledge Corporation Limited (MKCL). All the admissions, examination forms, eligibility etc. are carried out through this web platform.
Examination	All examination-related matters such as filling up examination forms, generating hall tickets etc, the institute depends on university website <a href="http://bamua.digitaluniversity.ac/">http://bamua.digitaluniversity.ac/</a> The examination question papers are also downloaded from the web platform devised by the parent university.

### 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2018	NA	NA	NA	0
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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	A One-Day Faculty Empowerment Programme	A One-Day Faculty Empowerment Programme	16/04/2018	16/04/2018	18	3
2019	IQAC Quality Initiatives	NA	21/02/2019	21/02/2019	18	0
2019	Personality Development	Personality Development	04/01/2019	04/01/2019	18	3
<a href="#">View File</a>						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development	Number of teachers who attended	From Date	To date	Duration

programme				
Earth Sciences	1	14/11/2018	04/12/2018	21
Gender Sensitization	1	19/11/2018	25/11/2018	07
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#### 6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

#### 6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Loan Facility from Matsyodari Credit Society and Medical Reimbursement	Loan Facility from Matsyodari Credit Society and Medical Reimbursement	Earn and Learn Scheme through N.S.S.

### 6.4 – Financial Management and Resource Mobilization

#### 6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Internal and external financial audit is a regular practice of the institution. The institute seeks services of private Charter Accountants (Ashok Patil and Associates, Kailash Laddha and Associates) for conducting internal audits at the end of each financial year. The records of these audits are maintained in the administrative office. The external audit is conducted each year through the Accountant General (A.G.) Nagpur. The rules of UGC, State Government and Central Government are strictly followed while carrying out these audits and their settlement. Hence, very few objections have arrived so far. There is a record of all verified receipts, payments, cashbooks, passbooks, vouchers, ledgers in the office. Apart from this, a record of deductions of L.I.C., Loans of employees, GPF and Income Tax is maintained by the office.

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

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	00
No file uploaded.		

#### 6.4.3 – Total corpus fund generated

55000

### 6.5 – Internal Quality Assurance System

#### 6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	No	
Administrative	Yes	Dr. Babasaheb	No	

**6.5.2 – Activities and support from the Parent – Teacher Association (at least three)**

**1) Feedback on Curriculum taken from Parents 2) Felicitation of Meritorious Students and their Parents on Annual Day Function**

**6.5.3 – Development programmes for support staff (at least three)**

**Training Programme on How to Use Fire Extinguishers for Support Staff in case of fire**

**6.5.4 – Post Accreditation initiative(s) (mention at least three)**

**1) Started Value-added Courses in Collaboration with Vedanta Foundation, Mumbai. 2) Developed Smart Classrooms for Substantial use of ICT in Teaching and Learning 3) Increased Students Internships and On-the-Job Trainings for Students of B.Voc. 4) Increased Research facilities for students and the teachers.**

**6.5.5 – Internal Quality Assurance System Details**

a) Submission of Data for AISHE portal	<b>Yes</b>
b) Participation in NIRF	
c) ISO certification	<b>Yes</b>
d) NBA or any other quality audit	<b>No</b>

**6.5.6 – Number of Quality Initiatives undertaken during the year**

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	<b>A One-Day Faculty Empowerment Programme</b>	16/04/2018	16/04/2018	16/04/2018	18
2019	<b>IQAC Quality Initiatives</b>	21/02/2019	21/02/2019	21/02/2019	25
2019	<b>Personality Development</b>	04/01/2019	04/01/2019	04/01/2019	25
2019	<b>Value-added Courses in Collaboration with Vedanta Foundation, Mumbai</b>	16/04/2019	16/04/2019	16/04/2019	125

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**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

**7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)**

Title of the programme	Period from	Period To	Number of Participants

			Female	Male
Inauguration of Vishakha Cell	09/10/2018	09/10/2018	138	40
Women and Self Reliance	18/07/2018	18/07/2018	168	59
Women Empowerment Rally	27/08/2018	27/08/2018	117	95
Celebration of Savitribai Phule Birth Anniversary	03/01/2019	03/01/2019	46	32

#### 7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

At present, the institute has no sustainable/alternate energy initiatives. However, there is a plan to install solar panels in order to generate alternate power to meet the requirements. A care has been taken to preserve and save energy by using 100 LED bulbs and tubes.

#### 7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	1
Braille Software/facilities	Yes	0
Scribes for examination	Yes	0
Rest Rooms	Yes	1

#### 7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	1	1	21/06/2018	01	Yoga and Pranayam	Health related Issues	56
2018	1	1	15/10/2018	01	Reading and Inspiration	Educational Issue	67
2019	1	1	14/04/2019	01	Knowledge Day	Educational Issue	71
2018	1	1	26/06/2018	01	Social Justice Day	Social Justice	81

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#### 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Handbook on Code of Ethics	16/06/2018	The handbook of Code of Ethics is available for all stakeholders. A care has been taken that students, teachers, parents and management members follow these rules scrupulously.

#### 7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Independence Day	15/08/2018	15/08/2018	197
Marathwada Mukti Sangram Day	17/09/2018	17/09/2018	152
Gandhi Jayanti	02/10/2018	02/10/2018	89
Constitution Day	26/11/2018	26/11/2018	78
Republic Day	26/01/2019	26/01/2019	161
Maharashtra Day	01/05/2019	01/05/2019	47

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#### 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. **Solid Waste Management:** The institute strives hard to keep the premises plastic free. As per the recent resolution of Government of Maharashtra, plastic carry bags are banned and not allowed in the campus. Other plastic waste is collected and put in the Solid Waste Bin. The menial staff cleans the halls, classrooms, verandahs twice a day and put the solid waste in bins. Once in a month, a one-day cleanliness camp with N.S.S. volunteers is conducted in order to foster in them the importance of cleanliness. The dry leaves of trees and pieces of papers are decomposed in order to make organic fertilizer which is used for plants, trees and lawn. 2. **Liquid Waste:** The liquid waste discharged from washrooms and toilets is channelized through pipeline prepared for this purpose. The waste TDS water discharged out of Water Filter is used to water the plants and lawn. 3. **E-Waste Management:** Non-working computers, defective mouse, mobile chargers, batteries, Printed Circuit Boards of damaged gadgets, keyboards etc are kept in a separate store room. Some parts of wasted computers or other gadgets are recycled for use. The ink of worn-out cartridges of printers is collected in paper wrapping and then burnt out in an uninhabited area. **Green Practices** • Students, staff using a) Bicycles b) Public Transport c) Pedestrian Friendly Roads • Plastic-free Campus • Paperless Office • Green Landscaping with Trees and Plants **Bicycles:** Near about 90 of our students walk to the college and remaining use bicycles. Apart from them, our faculty members observe "No Vehicle Day" on each Thursday as part of the best practice. Thus, this practice enables us to prevent air pollution as very little amount of carbon dioxide is emitted in the atmosphere. **Public Transport:** Most of our students reside in the nearby villages in the vicinity. So they travel with State Transport buses as monthly passes are made available to them. Some of our teachers reside at nearby towns and use vehicles on sharing basis or travel by State Transport buses. **Pedestrian Friendly Roads:** There is a huge open space available in the campus and that is used as Pedestrian Road by both staff and students. **Plastic-free Campus:** The use of plastic is strictly prohibited in the campus. Recently, Government of Maharashtra has issued a circular pertaining to the use of plastic and carry bags and a fine of Rs. 5000 is levied upon the users of plastic. Hence, the ratio of plastic use has reduced to a considerable

degree on and off the campus. Paperless Office: Near about all documents in the office have been digitized and kept in the soft form. Notices are issued through emails, Whatsapp Group/Telegram Group of the college and by S.M.S. IQAC also has a separate Whatsapp account and important notices are issued on the same. There is biometric machine for recording the arrival and departure of staff members. Green Landscaping with Trees and Plants: The campus of the institute is surrounded by green fields.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

**Best Practices of the Institute “Open Defecation Free (ODF) Village Campaign”**

**2. Objectives:** • To swing the populace into the Central Government’s Scheme of Swaccha Bharat Abhiyan. • To make the villages clean through behavioral change. • To eliminate the lumber of communicable diseases like Malaria, Diarrhea and Cholera. • To materialize the dictum “Sound mind and body reside in clean environment. • To free the rural women folks from the restraint of shame. • To make the villagers aware of Government’s scheme of financial assistance in building toilets through Grampanchayat. • To establish an accountable mechanism of monitoring toilet use.

**3. The Context:** Despite government’s continuous efforts to bring rural area in the mainstream, Indian villages are still underdeveloped in most of the departments. Especially, Indian villages need to work hard in the area of health and hygiene if they really want to exterminate the dark clouds of epidemics. Even in the new millennium, Indian villages are still indulging in the hazardous traditional practices that pose a dire threat to their very existence. Open defecation is one such practice which has not only polluted the air we breathe in, but also the water which is an elixir of life. This has led to invite many an epidemic in the countryside area and has had a disrupting influence on the health of the people. Many reasons can be counted for open defecation in the rural areas. Either the villagers do not have a toilet readily accessible, or they do not want to renounce the traditional cultural practice. The result is that they choose fields, bushes, forests, ditches, streets and canals for defecation. This dirt then spoils the soil, water and air and becomes the chief instrument for spreading diseases rapidly all over.

**4. The Practice:** Near about 80 of our students are from nearby villages. Tirthpuri being central to the villages in the neighborhood, we all are well connected to the whole rural community. While conducting various extension activities in these villages through N.S.S. camps and other activities, we found that most of the population of these villages defecates openly. The Programme Officers discussed this issue with the local sarpanch along with the natives and found that financial constraints and traditional habits are chiefly counted for this. This issue was seriously discussed with the principal and the decision of conducting a survey on sanitation in nearby villages is taken in the IQAC meeting conducted in the year 2015. Three different villages were chosen to conduct the sanitation survey each year in order to aware the people of hazards of open defecation. The idea was also to relate to them that financial assistance under the government’s scheme of “Swaccha Bharat Campaign” is available to construct the water closets through Grampanchayat of the village. The questionnaire for conducting the survey was prepared and the first survey took place at Bhoggaon which is 08 Kilometers away from Tirthpuri. The N.S.S. Programme Officers along with 15 volunteers and some teachers conducted the survey. It was found that 60 toilets in this village were available and there was a need to prompt the remaining families to construct toilets with safety tanks. The villagers were convinced by this team and the local sarpanch and assured these families to help them fill the forms to avail the financial assistance. Now there are 95 toilets at Boggaon thanks to the efforts taken by the institute with the support of the local sarpanch. In the year 2016-2017, second village Bachegaon was selected for sanitation

survey. The condition of sanitation was worst in this village as there were only 45 toilets. Largely, the outskirt of the main road which is very close to the habitation was used by the villagers to defecate. Remaining 55 families were oriented about the necessity of toilets and the efforts came to full fruition as there are now more than 80 toilets. Eklahera is the third village where the sanitation survey was carried out in the year 2017-2018. Basically, this village is restructured through rehabilitation and maximum families are well-off due to the availability of ever flowing water through the express canal. Initially, there were more than 75 toilets available here and due to the directions given to the rest of the families by the team, now almost every family has got its own toilet constructed either with their own money or with financial assistance by the government. In short, the efforts taken by the teachers and the students of the institute have come to full culmination as the use of toilets has increased to an overwhelming degree. In the year 2018-2019, one more village Ramasgaon was adopted for sanitation survey by the N.S.S. team. Initially, almost 70 toilets were available there and it was decided that efforts should be taken to increase the sanitation of the village. Same procedure was adopted and through the Sarpanch, the N.S.S. unit oriented the villagers and the result was wonderful as always. Now the percentage of toilets increased to almost 88 thanks to the efforts taken.

5. Evidence of Success:

- 1) The percentage of illnesses has decreased as per the opinion expressed by the natives due to the optimum use of toilets.
- 2) The use of toilets has minimized the air, water and soil pollution to a considerable degree.
- 3) Women of the villages are now free from the restraint of shame.
- 4) More and more families are applying for financial assistance from the government through Grampanchayat.

6. Problems Encountered and Resources Required:

The job of convincing the villagers about the use of toilets was a challenge to a considerable degree. The villagers were reluctant to use the toilets in spite of its availability. The chief reason for this was that they were unable to free themselves from the chain of past habit. When they were systematically made aware of different diseases caused by open defecation, they were convinced. Most of them were also not in the mood to spend 20-30 thousand rupees for constructing their own toilets as they felt that this is a sheer wastage of money, time and energy due to the availability of fields of their own to perform this task. But the example of cities regarding the optimal use of toilets, government's campaign for maintaining cleanliness and crusade carried for Gram Swachata by Sant Gadgebaba changed their minds. The chief resources required to implement this practice are skilled man power to build toilets, money which the scheme of the government has provided to the needy and a will power to free the mind from traditional habits. The painstaking efforts of the institute overcame these problems and contributed in the Gram Swatcchata Abhiyan as a part of government's Swaccha Bharat Campaign.

Practice II

1. Title of the Practice: Inculcation of Nationalistic Spirit through Daily National Anthem and Suvichar (Thought of the Day) Reading in the Morning congregation.
2. Objectives:
  - To Inculcate the feeling of Patriotism in the minds of the young learners
  - To spread the message of liberty, equality and brotherhood
  - To promote values, ethics and morality through different thoughts expressed by philosophers and thinkers
  - To extend the feelings of mutual love and respect
  - To entice the students to read philosophical books.
  - To persuade the students to enhance their General Knowledge
3. The Context: The idea of starting the morning congregation occurred to the principal due to the meager student strength on the occasion of Republic Day and Independence Day flag hoisting ceremony. This issue was discussed with the staff members in one of the meetings and it was unanimously decided that the morning congregation is essential to foster the feeling of patriotism in the minds of the students. It was also decided to invite at least one student to read proverbs, Thought of the Day and important news across the world.
4. The Practice: Each day in the morning at 11.15, the students assemble in front of the main building for

singing National Anthem. After this, students are required to read the Preamble of the Indian Constitution. One of the students reads it line by line and other students follow the suit. This activity is followed by reading "Thought of the Day" and important news from the newspapers after which the congregation comes to an end. It takes approximately 15 minutes to complete the process. 5.

**Evidence of Success:** Due to this practice, the number of students in the Republic Day and Independence Day functions increased to a considerable degree.

It is also noted that the students have started reading miscellaneous books in order to enhance their general knowledge which is likely to benefit them in various competitive examinations. As per the information provided by the librarian, most of the students are seen reading various General Knowledge books to share the information in the morning congregation. It is also noted that this practice helped the students to cast off their shy nature and enhanced their stage courage. In addition to this, this practice helped to inculcate a spirit of patriotism in them. It is also to be proudly mentioned

here that the Government of Maharashtra made singing of National Anthem compulsory in all Higher Educational Institutions across the state from the year 2020. 6. **Problems Encountered and Resources Required:** Initially, very few students ventured to perform on the stage in order to read the preamble and

thought of the day due to lack of stage courage. However, the number of students increased gradually. A lot of reading resources on general studies is available in the college library and more and more students are reading this material. • The institute plans to undertake a new Best Practice of making the villages near Tirthpuri aware of different Governmental schemes which highlight and foster the importance of Girls Education, Family Planning and schemes for two girls in a family like Mazi Kannya Bhaggyashree. As most of the villagers are still unaware of these schemes, they are unable to avail the benefits of these schemes as these are yet out of reach of the masses. Hence, the N.S.S. unit of the institute is collaborating with the departments of Zilla Parishad for spreading awareness about these schemes.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://mssact.com/pdf/Best-Practice.pdf>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

The motto of Matsyodari Shikshan Sanstha is "Shahane Karuni Sodave Sakaljana." (Enlightening All through Quality Education). Since its inception in the year 1974, the trust is doing its utmost in realizing this motto. Matsyodari Shikshan Sanstha's Arts College Tirthpuri is established in the year 2000 in order to educate the masses of the rural area. The vision statement of the institute is: "To Enlighten, Empower and Awaken the Masses of the Rural Area through Qualitative Training and Value-Based Education." Closely allied with this vision is the mission of the institute: "To make educational facilities available to the common people of the rural area so as to enable them to understand real life and to make them capable of facing the challenges of the present world through all round physical, ethical and intellectual development of their personality." The distinctiveness of the institute is evident as it is

the first and foremost institute established in a small village of Grampanchayat in Jalna District. Following key aspects of the institute suffice in stressing the distinctiveness: • Facility of Higher Education at a Grampanchayat Village: The wannabe learners of the region either had to travel to places like Aurangabad, Jalna and Ambad for seeking higher education or abandon the dream of pursuing higher studies. Most of the financially weak students could not afford the lodging and boarding expenses and girls were not

allowed to seek enrollment outside Tirthpuri due to the biased mentality of the rural region. This resulted in the denial of higher education to the poor and the needy. Most importantly, the girls had to drop the idea of seeking higher education after their Higher Secondary Certificate and accept the proposal of marriage put forth by their parents. The child marriage rate was considerably high before the year 2000. But it started declining gradually as the parents have now the facility to provide higher education at the local place thanks to our institute. • Facility of Vocational Education Training (VET): The institute started two diploma courses in Drip Technology and Dairy Products under UGC's (N.S.Q.F.) Community College scheme from the year 2014-2015. Apart from the idea of making the students of the rural area employable, the institute's aim in the introduction of Diploma in Drip Technology course was also to orient the villagers about the economic use of water in their fields through drip pipeline. The diploma students of the institute visited nearby farmers and prompted them to use drip pipeline in order to face water scarcity problem. Thus, the course promoted Jal-Sakasharata (Water Literacy) Campaign in the vicinity. Diploma in Dairy Products course helped to promote the rearing of animals like cows, goats and buffaloes. Earlier, the farmers used to sell these stray animals to butchers but now these animals are kept and nurtured in order to ensure regular and adequate income from the milk and other dairy products. Most of the former students of the institute have started their own Goat Farms in consultation with the faculty of Dairy Products course and they are earning handsomely. In short, the Vocational Education Training in the institute has contributed significantly in making the students self reliant. • Strong N.S.S. Unit: The N.S.S. unit of the institute has been consistently imparting its rigorous services to the community through many an extension activity. The unit has conducted many camps at different villages in the environs since its foundation. Notable contribution of N.S.S. is the sanitation survey that is being conducted each year at different villages of the region. The unit has been immensely contributing in the Gram Swacchata Abhiyan and spreading the importance of cleanliness among rural folks. To sum up, the institute has been engaged in the community service through many curricular and co-curricular activities in order to create skilled human resources in the rural region.

Provide the weblink of the institution

<http://mssact.com/pdf/InstitutionalDistinctiveness.pdf>

## 8.Future Plans of Actions for Next Academic Year

The institute aspires to fulfill perspective plans like starting PG courses, erecting separate Library Building and building hostels for the students in near future. In short, all quality enhancing strategies and perspective plans have been prepared and documented through IQAC and CDC for their successful implementation. 1) Starting PG Programmes: Considering the long-felt need of graduates of the region, the institute plans to start PG programmes. 2 )Separate Library Building: As per the suggestion of NAAC Peer Team, there is also a planning to construct a separate well-furnished library building in the premises of the institute. 3) Boys and Girls Hostel Facility: Considering the need of the students of the region, the institute has decided to construct the hostels for both boys and girls. 4) The institute has also planned to start more value-added courses for making the learners of the region employable. Despite the disadvantage of being a remote rural area institute, we have been trying hard to compete with the rest of the institutes in Jalna District. We are well aware of our potentials and hope to usurp all available opportunities to keep the lights of knowledge burning while sustaining the quality culture which has so painstakingly been created by us during a span of almost two decades.