

Best Practices of the Institution

(A) Best Practice I :

1) Title : Academic and Administrative Audit (AAA)

2) Goals : i. To get the college assessed through the external panel of peers
ii. To enhance the quality of the college by seeking suggestions and recommendations from the panel
iii. To know the status of the college at academic and administrative level.

3) The Context:

The college gives prime importance to quality education by adopting quality measures. One of the ways to ensure quality is to evaluate the performance of the college through self-assessment and volunteer itself for assessment by the external Panel of peers. So the Academic and Administrative Audit of the college are carried out at the end of every academic year to evaluate the performance of the college in academic and administrative practices.

4) The Practice:

The Academic and Administrative Audit is carried out by the Panel of the peers at the end of every academic year. The panel consists of (1) the Senior Principal, (2) three senior teachers from the Arts, Commerce and Science faculties, and (3) one senior member from the administrative staff. All the members of the Panel are from other colleges. The audit is carried out as per the format prepared by the Panel taking into consideration the guidelines of the NAAC for accreditation of the institutions. The panel visits the college on the scheduled date as per the programme prepared well in advance. The panel interacts with the Principal, faculties and the administrative staff, as well as, visits the departments and support services. The panel verifies the documentary evidences available for validation. The panel also observes seriously whether the suggestions made by the previous panel have been rectified properly. The panel submits detailed report to the Principal in the Exit Meeting based on SWOC analysis.

5) Evidence of Success:

Due to the Academic and Administrative Audit (AAA), the overall profile of the college has enriched with more number of research activities (increase in MRPs, publications, presentations, organization of national seminar / conferences, etc.), introduction of CoCs for career / skill development, introduction of new research centers, of cultural, sports and extension activities. The profiles of the individual teachers have also been enriched due to their active participation in research, academic, extension and other activities. The number of scholarship holders has been increased. The administrative work has become up to date. Due to the AAA practice, the teaching learning and administrative works have become disciplined.

6) Problems Encountered and Resources Required:

The main problem for implementation of the AAA, sometimes the members are reluctant to come to hilly area on a particular date due to their individual schedules.

7) Contact details:

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(B) Best Practice II :

1) Title : Remedial Coaching to Hostel Students at Kille Dharur

2) Goals :
i. To teach the surrounding hostel students by the expert teachers of the college
ii. To enhance the quality of teaching to hostel students as regards their difficult chapters in difficult subjects
iii. To undertake remedial coaching to hostel students at Kille Dharur with the subjects like English, Maths, Science, History and Social Science.

3) The Context:

The college gives prime significance to quality education to the surrounding hostel students at Kille Dharur by adopting quality measures. One of the ways to ensure quality is to teach difficult topics / chapters to these students by the expert faculty of the college. The faculty also evaluates the performance of the students.

4) The Practice:

Every year, the expert panel of Teachers visits the surrounding hostels at Kille Dharur. After taking a note of difficult topics in various difficult subjects by the faculty, the Vice Principal of the college, Dr. M. N. Gaikwad prepares a detailed TimeTable for remedial teaching. Each Teacher is asked to engage remedial coaching to these students accordingly. The Teachers of English, Mathematics, Science and Social Science take part vigorously and teach the students difficult topics in the healthy atmosphere. The teachers also take oral feedback of the students' acquisition of knowledge. The practice is found to be fruitful to the students in hilly area especially students with socially and economically weaker backgrounds.

5) Evidence of Success:

There is 99 success rate of the practice in socially and weaker hostel students at Kille Dharur Dist. Beed, a remote and hilly area in the entire Marathwada Region.

6) Problems Encountered and Resources Required:

The practice proved to be fruitful. However, the slow learners from the hostel sometimes felt the remedial coaching tedious and troublesome. This is perhaps their hectic schedule in the hostels.

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