YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	**Matsyodari Shikshan Sanstha's Ankushrao Tope College, Jalna**
• Name of the Head of the institution	**Prof. Pandit Milind Bhagwan**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Phone no./Alternate phone no.	**02482225332**
• Mobile no	**8975862870**
• Registered e-mail	**mssjln@rediffmail.com**
• Alternate e-mail	**karwande.santosh@gmail.com**
• Address	**Survey No. 488, Near Motibaugh Overbridge, Old Jalna**
• City/Town	**Jalna**
• State/UT	**Maharashtra**
• Pin Code	**431203**
2.Institutional status	
• Affiliated /Constituent	**Affiliated**
• Type of Institution	**Co-education**
• Location	**Urban**

• Financial Status		**Grants-in aid**
• Name of the Affiliating University		**Dr. Babasaheb Ambedkar Marathwada University Aurangabad**
• Name of the IQAC Coordinator		**Prof. Karwande Santosh Laxman**
• Phone No.		**9503512447**
• Alternate phone No.		**8208702327**
• Mobile		**9503512447**
• IQAC e-mail address		**mssatciqac@gmail.com**
• Alternate Email address		**gajartd@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)		https://mssatcjalna.com/AQAR-21-22.pdf
4.Whether Academic Calendar prepared during the year?		**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:		https://mssatcjalna.com/Academic-Calendar-22-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 3	**A**	**3.11**	**2023**	**10/01/2023**	**09/01/2028**
Cycle 2	**A**	**3.06**	**2013**	**05/01/2012**	**04/01/2018**
Cycle 1	**B**	**76.45**	**2004**	**08/01/2004**	**07/01/2009**

6.Date of Establishment of IQAC	**01/01/2004**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
N.A.	**N.A.**	**N.A.**	**N.A.**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**

• Upload latest notification of formation of IQAC	[View File](#)

9.No. of IQAC meetings held during the year	**2**

• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**

• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**

• If yes, mention the amount	

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

1) Strengthening of the research center 2) Preparations of NEP 2020 3) Collaborations with various industries 4) Initiatives to set up Incubation Center with the permission of Matsyodari Shiksan Sanstha. 5) Adding more skill-based certificate courses for UG and PG students 6) Promote registrations for MOOC Courses on NPTEL

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Strengthening of the Research Center	The Research Center is strengthened by implementing new regulations like conducting RAC meeting twice a year. Similarly, DRC meeting is also conducted once a year. A Three Member committee meeting is also conducted to negotiate various scholarships of the research students.
Preparations of NEP 2020	Preparations of NEP 2020 are started by arranging workshop for the teaching and non-teaching staff of the college
Collaborations with various industries	MOUs with local industries are proposed for start-ups, internships and field visits of students
Initiatives to set up Incubation Center	A proposal to set up Incubation Center has been prepared and submitted for approval to Matsyodari Shikshan Sanstha Jalna
Proposed more Skill-based certificate courses to various departments	In addition to existing certificate courses, some departments have been asked to start more certificate courses which would enable the students to become employable.

13.Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-2023	15/02/2024

15.Multidisciplinary / interdisciplinary

Considering NEP 2020, Matsyodari Shikshan Sanstha's Ankushrao Tope College envisages to transform itself into a holistic and multidisciplinary institution per se. Holistic and multidisciplinary approach aims to develop all capabilities of humans in an integrated manner. The institute offers a wide range of courses of students' interests across all programmes. Most of these courses are interdisciplinary in nature and scope. The institute has designed and developed short term Add-on courses in Arts, Commerce and Science. Any student from any stream can get enrollment for these courses as per his/her interest. Such imaginative and flexible curricular structures enable creative combinations of study that offer multiple entry and exit points. Short term courses in Languages, Literatures, Mathematics, Statistics, Applied Sciences, Sociology, Economics, Psychology etc. are being strengthened in order to offer multidisciplinary choices to the learners having varied and copious needs. Apart from this, many undergraduate and postgraduate programmes include credit-based courses and projects in the area of community engagement, environment and value-based education. Besides their regular courses, the learners are engaged in multiple disciplines of learning of their special interest both at undergraduate and postgraduate levels. The institute has engaged in multidisciplinary research endeavors in subjects like Psychology, Geography, Languages and Literatures to find solutions to society's most tenacious issues and challenges. Add-on courses in Tally, Taxation, Yoga, Computer, Botany, Micro-pathology, Remote-Sensing and different languages like Marathi, Hindi, English and Urdu have opened a vast corridor for learners with multidisciplinary interests. Similarly, the integrated B.Voc. programmes bridge the gap between academic and vocational courses with the option of getting certificate (06 months), diploma (12 months) and degree (36 months). Thus, academic flexibility offers choices to the learners in their learning trajectories and help them select their own paths in life as per their talents and interests.

16.Academic bank of credits (ABC):

Establishment of Academic Bank of Credits (ABC) would digitally store the academic credits earned from various recognized HEIs so that degrees from an HEI can be awarded taking into account the credits earned by the candidates. Credit transfer is a key to successful study mobility. After getting Autonomous status in the

near future, the institute intends to register itself under Academic Bank of Credits through National Academic Depository (NAD). This will enable student mobility and help the learners to enjoy academic flexibility. It will also help the students to choose their own learning paths and recognize their learning achievements. The key feature of this system is that it enables multiple entry/exit with the permit to study at their own space with complete transparency. As a part of preparedness for NEP, the institute is encouraging the faculties to design their own curriculum of different courses like Add-on certificate courses, courses of NUSSD of TISS, Diploma courses of NSQF, Degree courses of B. Voc. and online courses on NPTEL. The faculty members of the institute are also encouraged to write their own text books and prepare their own reading material in order to facilitate the students for effective learning. The institute has a full-fledged counselling center to ensure physical, psychological and emotional well-being of the students. The institute is also actively engaged in Continuous Internal Evaluation of the students in order to track their academic progress throughout their academic journey in the institute.

17.Skill development:

The institute has been running vocational courses sanctioned by the UGC since 2014. Welding and Fitting are the two NSQF Community College diploma courses which have developed skills among the students. B.Voc. courses in Banking, Accounting, Computer Hardware and Networking Maintenance have also been introduced since 2018 with the view to impart skills. In addition to this, various skill-based vocational courses like Beauty Parlor and Wellness, DOT.NET, Web Designing, CCC+, C Language, Core JAVA, SQL & PL, Advanced Excel, Advanced Financial Accounting, Computer Application, Tally and Marketing have also been started in collaboration with Vedanta Foundation, Mumbai. Similarly, the institute has also collaborated with Tata Institute of Social Sciences (TISS) in order to run NUSSD courses like Diploma in Banking and Financial Services, Diploma in Hospital Services Management, Foundation course and Digital Marketing. As far as imparting value-based education to the students to inculcate positivity is concerned, the institute has constantly been engaged in programmes and activities which include humanism, ethics, truth, righteous conduct, peace, love, non-violence, scientific temper, environmental awareness, citizenship etc. Sanskar Din is being observed on each Thursday in a week for all students in which a renowned speaker delivers lecture on these issues. A care has been taken that all students should take at least one skill-based course during their stay on campus. The institute has collaborated with industries/institutes/organizations in order to

run these skill-based programmes/courses. Experts from such parties have been invited to the institute to impart vocational skills. Similarly, the students are sent on these industries/organizations for on-the-job training, field projects and internships. Vocational education and related counselling is imparted through online and offline mode to the students. The students who have completed these programmes/courses are immensely benefitted. Most of them are now successful entrepreneurs in their areas and earning handsomely. Considering NEP, these vocational/skill-based courses/programmes are going to play a pivotal role in inculcating skills among the students.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Promotion of Indian languages and culture is not only important for the nation but also for the individual. Cultural awareness and expression are the major competencies for a sense of identity and belonging. The institute runs compulsory, additional (Second Language) and optional courses in Marathi, Hindi and Urdu. It is envisaged that the students of all disciplines should be well-equipped with these languages. The institute runs three certificate courses in Marathi, Hindi and Urdu respectively. The Board of Studies of these departments design their own curricula with thirty contact hours. The faculty of these departments have been actively engaged in writing text and reference books of their respective language subjects. Even a care is taken to relate the knowledge of all subjects in vernacular across all programmes. Instructions to use both Marathi and Hindi along with English while teaching have been given to the teachers. It is also planned to host workshops with regard to teach both in English and vernacular languages. The teachers are also asked to use available books in Marathi and Hindi in Science subjects. As far as Indian Knowledge System is concerned, the decision to start certificate courses in traditional Indian knowledge like Bhagwatgeeta and Pali and Buddhism has been taken in the IQAC meeting of 2020-2021. Hopefully, these courses will be started from the next academic year. Near about all degree programmes offered by the parent university are being run in Marathi and bilingually. Apart from main Indian languages, the institute is also conscious of other dialects like Ahirani, Varhadi and other tribal languages. Similarly, the institute aspires to incorporate various Indian arts through its vibrant Cultural Department in the due course. The institute has already started spreading awareness of Indian Knowledge System and Indian Arts to the faculty and students through online mode.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome based education is a central point of Matsyodari Shikshan Sanstha's Ankushrao Tope college, Jalna. Unless and until the outcomes are identified and stated, it is futile to track whether the goals have been achieved or not. Hence, the institute has clearly stated the POs and COs and displayed it on the institution's website after consultation with the advisory committee. These are also communicated to the teachers again and again in various meetings of IQAC. Every teacher then discusses the POs and COs with the students in the introductory lectures so as to make them understand clearly what they have to do and achieve throughout the course. This helps the students to get rid of the mistaken notion that only passing examinations and achieving degree, certificate and diploma is the sole intent of theirs while pursuing respective programmes. They also clearly understand that mere making themselves capable for different works is also not the objective of their pursuance of programmes. They reckon that the aim of the course they are following is to manifest the perfection they already have and delve deep into themselves in order to make them humane in all respects. This is how the students learn that education is not just the learning of facts; it is rather the training of the mind to think. The institute also periodically makes a course survey and Programme Exit Survey to find the attainment of the Cos and POs.

20. Distance education/online education:

Due to COVID 19, all educational institutes have adopted online teaching/learning mode during last two years. But even before pandemic times, the institute has catered education in online/offline/blended mode. The institute has prepared Virtual Classrooms for the learners. During COVID times, the vocational programmes/courses have been run in online mode. For this matter, the teachers have been making use of various online platforms like Zoom, Google Meet, Teachmint, Google Classroom etc. The institute has made it mandatory to use smart classrooms as many times as possible. There is a Media Center where the work of E-Content development goes on. The institute has given training to the teaching staff with respect to preparing E-Content. Knowledge Bridge, one of the reputed institute of Maharashtra, has conducted a Three Day workshop on E-Content Development. A number of teachers make power point presentations, screening of educational content on You Tube, arranging film shows based on different literary texts and dramas in these smart classrooms. Students enjoy these teaching sessions and actively take part in the whole proceeding. Similarly, English teachers use online digital content to assist the students to understand the use of pronunciation and intonation with the help of software in English Language Laboratory. Many popular short

stories prescribed in Compulsory English course content are available in the cartoon series on You Tube. These are downloaded by the teachers and screened after their theoretical analysis in the classroom. Apart from the above mentioned E-Content, the teachers also provide the students with E-Notes available on the web. In addition to this, teachers have started their own YouTube Channels and Blogs in order to share learning material for the students. In short, the institute has substantially prepared for the New Education Policy.

Extended Profile

1.Programme

1.1 Number of courses offered by the institution across all programs during the year	**1000**

File Description	Documents
Data Template	[View File](#)

2.Student

2.1 Number of students during the year	**1442**

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**1794**

File Description	Documents
Data Template	[View File](#)

2.3 Number of outgoing/ final year students during the year	**402**

File Description	Documents
Data Template	[View File](#)

3.Academic	
3.1 Number of full time teachers during the year	**54**

File Description	Documents
Data Template	[View File](#)

| 3.2

Number of sanctioned posts during the year | **73** |

File Description	Documents
Data Template	[View File](#)

4.Institution	
4.1 Total number of Classrooms and Seminar halls	**34**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**46.22**
4.3 Total number of computers on campus for academic purposes	**125**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

Stern Adherence to Academic Calendar: Academic calendar plays a pivotal role in the process of effective curriculum delivery. The academic calendar is prepared by the IQAC in which all curricular, extra-curricular and co-curricular activities are tentatively mentioned.

- **Contribution of BOS Members: Since the college is an affiliated one, it strictly adheres to the curriculum designed by the parent university. Some of the senior teachers who are**

members of the university Board of Studies of various subjects contribute by providing their valuable inputs in the university curriculum.

- **Effective Curriculum Delivery Mechanism:** 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.

- **Curriculum Enrichment and Use of ICT:** 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, Youtube video etc.

- **Internal Evaluation for Effective Curriculum Delivery:** Each faculty member continuously assesses the degree of learners' response of the course content through Continuous Internal Evaluation. The students are able to know about their academic progress through such testing and are able to bring preferred 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.

File Description	Documents
Upload relevant supporting document	[View File]()
Link for Additional information	**Nil**

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

In line with the Academic Calendar of the parent university, the academic calendar of the institute is prepared every year to plan curricular, co-curricular and extra-curricular activities. The program of internal evaluation is clearly stated in the academic calendar and is severely observed throughout the year. Tentative dates of tests, field-projects, educational tours and practical examinations are prearranged and conducted accordingly in both semesters. At the end of August, the teaching of first term courses is almost over. Hence, the first test is scheduled in September/October before the university examinations commence. However, there is a freedom to conduct the tests as per the convenience of the concerned teacher. A compulsory General Knowledge test at the institute level 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 communicate the progress of their performance.In short, all the activities pertaining to CIE are carried out strictly as per the schedule mentioned in the Academic Calendar for smooth functioning.

File Description	Documents
Upload relevant supporting document	[View File]()
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View File]()
Any additional information	[View File]()

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

16

File Description	Documents
Any additional information	**No File Uploaded**
Minutes of relevant Academic Council/ BOS meetings	[View File](#)
Institutional data in prescribed format (Data Template)	[View File](#)

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

2

File Description	Documents
Any additional information	[View File](#)
Brochure or any other document relating to Add on /Certificate programs	[View File](#)
List of Add on /Certificate programs (Data Template)	[View File](#)

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

90

File Description	Documents
Any additional information	**No File Uploaded**
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View File](#)

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

- **Gender Issues: The sensitivity of the college with respect to Gender issues is evident through many activities and programmes conducted as co-curricular activities. Apart from gender issues in various course contents prescribed by the parent university, the college has conducted marches of students on themes such as Female Foeticide and Dowry System.**

In addition to this, many courses like English Literature, Hindi, Marathi, Urdu, Sociology, History, Psychology and Political Science have incorporated gender issues.

- **Environmental Issues:** The students of the college are sensitized about the Environmental issues as it is one of the burning issues at present time. In this respect, N.S.S. department plays a vital role with its many programmes which highlights the issues pertaining to Environment. In addition to this, there is a compulsory course in Environment for all second year students in order to make them aware of the environmental issues. Many subjectshave assimilated these topics in the curriculum.
- **Professional Ethics:** There is a course on Professional Ethics in Commerce at both undergraduate and postgraduate level. In addition to this, subjects like Microbiology, Public Administration, Sociology and Political Science have also included rudiments of Professional Ethics in the curriculum.
- **Human Values:** Curriculums of English Literature, Hindi Literature, Marathi Literature, Urdu Literature, Public Administration, Sociology have assimilated the issues pertaining to human values.

File Description	Documents
Any additional information	[View File](#)
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View File](#)

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

29

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Institutional Data in Prescribed Format	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1442

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	https://mssatcjalna.com/Student%20Feedback-AY-22-23.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	**No File Uploaded**
Any additional information	View File

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	[View File](#)
URL for feedback report	https://mssatcjalna.com/Student%20Feedback-AY-22-23.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

843

File Description	Documents
Any additional information	[View File](#)
Institutional data in prescribed format	[View File](#)

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

944

File Description	Documents
Any additional information	[View File](#)
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

- Characteristically, fast learners sparkle through their performance in the classroom and are easily recognized while

slow learners find it difficult to partake in the teaching-learning activity and often stagger when driven in a dialogue due to lack of confidence. Typically, it is observed that the students who have passed their H.S.C. from Science stream and sought enrollment for B.A. or B.Com. programmes have a high IQ and a marvelous command over English language. Such students, though small in number, are often categorized as advanced learners. Alongside this, all other students who have scored sizably in the previous exams are considered as advanced learners.

- **Special Programmes for Slow Learners:** Special programmes for slow learners include remedial teaching and special sessions which contain interaction with the learners to understand the basic problem barricading learning process. The teachers prepare a list of difficult topics from the curriculum and these are covered in these sessions. On these difficult topics, additional study material is also provided to the slow learners.
- **Special Programmes for Advanced Learners:** The advanced learners are encouraged to read advanced reading material in order to satisfy their quest for additional knowledge. The teachers provide these students books, E-notes and question banks prepared for competitive examinations. In addition to this, the advanced learners are encouraged to register for MOOC courses on SWAYAM portal.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/Activity-forall. pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
1442	54

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

- **Experiential Learning:Subjects like Geography, Psychology, Political Science, Sociology, Public Administration, B.Voc. courses and Science subjects have full scope in the experimental teaching/learning methods as compared to other subjects. Hence, the students of these subjects are allocated project works, field-works and internships in order to experience experiential learning. The concerned teachers give questionnaires to the students and are taken to the concerned fields. Psychology students, for instance, visit mental hospitals and carry out experiments with respect to the behavior of the patients who suffer from various mental disorders. Geography students are taken to field and study tours at places like Lonar Crater and tourist places like Ajanta and Ellora where they experiment and study rocks and soil.**

- **Participative Learning: During classroom teaching or laboratory sessions, the teachers involve students in the classroom activities like Brain Storming, Stand and Deliver activities, seminars, activities on Google Classroom, subject quiz contests and solving crossword puzzles, mini-projects, short-term tasks, multi-media sessions and role-playing, practical in labs, Science Exhibitions and so on.**

- **Problem-Solving Methodologies: This is the most significant method of learning. This process includes: 1) defining the problem and differentiating between fact and opinion, specifying underlying causes. 2) generate alternative solutions, postpone evaluating alternatives initially 3) Evaluate and select an alternative. Evaluate alternatives relative to a target standard 4) Implement and follow up on the solution. Teachers of Physics, Mathematics, Chemistry and Psychology use this method in order to help students cope up with real-world problems.**

File Description	Documents
Upload any additional information	[View File]()
Link for additional information	**Nil**

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

IQAC has been constantly promoting the use of Information Communication Technology in order to make the teaching-learning

process interesting. It is expected that teachers should use educational technology to the maximum along with the traditional methods of chalk and talk. Blended learning certainly proves fruitful if used judiciously. The following ICT tools are used in the institute:

1. OHPs
2. LCD Projectors
3. Smart Boards
4. K-YANs
5. Youtube
6. Social Media – WhatsApp and other Applications
7. Departmental YouTube Channels
8. Websites and other online resources
9. Films and Documentaries
10. DTH TV
11. E-Notes and E-Books
12. Google Classroom and Blog

The institute ensures effective use of ICT through various trainings to the teachers and by providing necessary infrastructure.

- Fast internet provided by the institute enables the teachers to use online resources
- The teachers prepare various Question Banks and E-Notes
- Various E-Books are downloaded from N-List of the INFLIBNET for students
- English teachers use the Language Laboratory for improving communication skills of the students
- Each teacher uses his/her own Laptop for easy mobility
- The institute has also registered its name on NPTEL for online MOOC courses. Students and teachers participate in these courses.

The use of ICT has certainly enhanced the learning experience of the students. It is noticed that the number of attendance has increased due to extreme use of ICT tools in teaching-learning.

File Description	Documents
Upload any additional information	[View File](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View File](#)

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

54

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

54

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

43

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

502

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Continuous Internal Evaluation is the soul of assessment system of the institute. In order to track the academic progress of students, intermittent tests, practical and orals are scheduled twice in each semester in an academic year. Four tests of each course are conducted in each semester. In order to do this efficiently, the evaluation system also needs to be vigorous and translucent. Hence, there is a facility of complaint registration in each department if any student finds that justice is not done to him or her. In addition to this, there is an Examination-related Grievance Cell where aggrieved students can register their complaints. This becomes even more obligatory in practical subjects like Geography, Psychology, NSQF diploma programmes and B.Voc. programmes. The transparency of the internal assessment is noticeable due to the following features:

- Program of Tests/Seminars declared in the Academic Calendar.
- Allocation of specific curriculum part for each semester test/seminar.
- Answer sheets given to the students after assessment.
- Complaint section for aggrieved students.
- Freedom to go to the concerned teacher if not happy with the result.
- Opportunity for reconsideration and recounting if necessary.
- Help in synopsis preparation through rubrics in case of Projects.
- Chance to improve performance in practical during laboratory sessions.

With the intention of increasing regularity and promptness of the students in the classroom, weightage is given to regular students. Due to extreme robustness and vivacity of CIE, the complaints have been lessening day by day.

File Description	Documents
Any additional information	View File
Link for additional information	https://mssatcjalna.com/2.5.1.-B-CIE-details.pdf

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Internal Assessment and university examinations are routine processes of the institute. Whether class tests, practical or project-related oral/written examinations, there are probabilities of errors or misunderstandings on part of the teachers while gauging the students' performance. Keeping this prospect in view, there is an Examination-related Grievance Cell that comprises following members: 1) Dr. Gajhans D.S. – Principal 2) Dr. Patil S.A. – Vice Principal 3) Mr. Gusinge Ramdal – Office Superintendent 4) Dr. Ansari M.A. – Assist. Professor 5) Dr. Sawant S.B – Assistant Professor and Dr. Kale R.K. The students who are not pleased with the assessment can register a grievance with the cell. The panel then resolves the matter. If any student is not content with the university result, he/she can register the complaint as well and required action is taken with respect to this. The students can apply for reassessment/recounting through the Grievance Cell and also get the copy of their answer sheet as per university rules. During university examinations, the university sends online question papers which are to be downloaded, printed and Xeroxed.

File Description	Documents
Any additional information	View File
Link for additional information	https://mssatcjalna.com/2.5.2-exam%20grievance-web-upload.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Outcome based education is the fundamental principle of the

institution. Unless and until the outcomes are identified and specified, it is pointless to track whether the objectives have been achieved or not. Hence, POs and COs have been clearly stated and displayed on the institution's website after consultation with the College Development committee. POs and COs are also conveyed to the teachers in various meetings of IQAC. Every teacher then converses the POs and COs with the students in the introductory lectures so as to make them understand clearly what they have to do and attain throughout the programme. POs and COs have also been printed on digital flex boards and displayed on both floors of the college building. Digital boards with the website link leading to POs and COs page are also displayed for the students. The principal also orients the newly admitted students about the outcomes in an induction programme at the beginning of the academic year. This is how students come to know that mere passing of examinations and obtaining degree, diploma or certificate is not the only end of pursuing their respective programmes. They also clearly understand that mere making themselves capable for different works is also not the objective of their achievement.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://mssatcjalna.com/PO-All-Final.pdf
Upload COs for all Programmes (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

- Method of assessment of Programme Outcomes/Programme Specific Outcomes: The Programme Outcomes and Course Outcomes are measured through direct and indirect methods. Direct methods are used through straight examinations or reflection of students' knowledge or ability against calculable course outcomes. The skills described by the course outcomes are charted to specific problems on university examinations, internal examinations and home assignments. During the course of the semester, the faculty records the performance of each student on each course outcomes. Average attainment in direct method = university examination (80%) + Internal Assessment (20%) Indirect Assessment policies are applied by entrenching them in students' survey, employers' survey and alumni survey.

Few of POs are assessed centered on pertinent developed rubrics. Finally, Programme Outcomes are assessed with above mentioned data and Programme Outcome Assessment Committee settles the POs attainment level.

For University Examinations

Level 1

Below 45 % of students scoring more than average marks

Level 2

45-60% of students scoring more than average marks

Level 3

Above 60% of students scoring more than average marks

For Internal Examinations

Level 1

Below 60 % of students scoring more than average marks

Level 2

60-80% of students scoring more than average marks

Level 3

Above 80% of students scoring more than average marks

Attainment levels for POs

PO Level

Target Attainment

Level 1

0.5 - 1.0

Level 2

```
1.0 - 1.5

Level 3

1.5 - 2.0

Level 4

2.0 - 2.5

Level 5

2.5 - 3.0
```

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	https://mssatcjalna.com/Co-PO-All-22-23.pdf

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

144

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View File](#)
Upload any additional information	[View File](#)
Paste link for the annual report	**Nil**

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

https://mssatcjalna.com/SSS-AY-22-23.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

14

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	[View File]
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Matsyodari Shikshan Sanstha's Ankushrao Tope college is looking to develop and be a part of innovation ecosystems in which various stakeholders and community members work for innovations. With this intent, the institute has been collaborating with some external agencies in order to create and transfer knowledge for generating employability among the youths of the region. Academic linkages with government and non-government foundations and organizations have made it feasible for the institute to achieve this end. Currently, the institute is engaged with Vedanta Foundation, Mumbai, Tata Institute of Social Sciences (TISS) and Government of Maharashtra for running short-term skill-based courses. This has enabled the institute to create an active flow of information and resources for ideas to transform into reality. Through these ecosystems, the institute is building a process by which more innovators and entrepreneurs can develop and launch solutions to solve real-world problems. These startups are creating jobs and opportunities for the youths of the vicinity and opening new vistas to diversify the economy. At present, 12 short term courses through Vedanta Foundations are being run in the institute. In addition to this, 03 NUSSD courses have been offered through TISS. Similarly, Government of Maharashtra's Career Katta is also catering different online courses in order to inculcate various skills among the students. Through various external agencies, these courses are helping the students to develop entrepreneurial personality, management skills, financial management, decision making capacity and risk management.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://mssatcjalna.com/RC.html

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

0

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

4

File Description	Documents
URL to the research page on HEI website	https://mssatcjalna.com/RC.html
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	[View File](#)
Any additional information	[View File](#)

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

1

File Description	Documents
Any additional information	[View File](#)
List of research papers by title, author, department, name and year of publication (Data Template)	[View File](#)

3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

`1`

File Description	Documents
Any additional information	[View File](#)
List books and chapters edited volumes/ books published (Data Template)	[View File](#)

3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Students of Ankushrao Tope college are the brand ambassadors of the society. They actively take part in all extension activities in the neighborhood community. Since the institute is pro-sensitive with respect to community responsibilities, innumerable extension activities are conducted throughout the year. Along with N.S.S. and Life-Long Learning and Extension departments, the institute organizes so many other activities which are beneficial to the society in general. Especially, the students of the institute have done remarkable work with respect to community service in health for the people of villages around Jalna city. Rendering health services in the neighborhood villages is in fact an institutional distinctiveness worth taking a note.

Thus, various extension activities conducted by the institute through its vibrant units of N.S.S. and Life-long Learning and Extension have successfully sensitized the young students about the social issue in the neighborhood communities. This has made the students compassionate about the people of the rural areas and they also came to know the importance of physical labor, national duties

and righteousness.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/3.4.1_ExtensionActivitiesList.pdf
Upload any additional information	[View File](#)

3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

File Description	Documents
Any additional information	**No File Uploaded**
Number of awards for extension activities in last 5 year (Data Template)	[View File](#)
e-copy of the award letters	**No File Uploaded**

3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

15

File Description	Documents
Reports of the event organized	[View File](#)
Any additional information	[View File](#)
Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template)	[View File](#)

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

1964

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

1

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year

1

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	**No File Uploaded**
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institute has an impressive building in 9.5 acres with 11719.22 square meters' built-up area.

A Wing (Ground Floor):

- **Classrooms: There are total 07 classrooms, including 06 ICT-enabled Classrooms. Out of 07 classrooms, 06 classrooms are having a size of 14'71/2x2063 each with a seating capacity of approximately 40 students and remaining 01 classroom's size is 30x26'3 having a seating capacity of approximately 100 students. 04 virtual classrooms are equipped with Wi-Fi/LAN enabled internet connectivity, LCD Projectors, K-Yans, computers and interactive boards.**
- **Laboratories: Apart from classrooms, there are 04 laboratories that include 02 computer labs, 01 English language lab and one Geography lab.**

A Wing (First Floor):

- **Classrooms: There are total 11 classrooms, including an ICT-enabled seminar hall of 62'3x26'3 size having the seating capacity of 200 students. There are no laboratories on the first floor of A Wing.**

B Wing (Ground Floor):

- **Classrooms: There are total 04 classrooms on the ground floor, including 03 ICT-enabled classrooms. Out of 04 classrooms, the size of 03 classrooms is 30x26'3 and 01 classroom's size is**

31'06x26'3.

- **Laboratories: There are 04 Science Laboratories out of which the size of Chemistry, Physics and Psychology is30x26'3. Psychology lab also consists of a counselling center.**

B Wing (First Floor):

- **Classrooms: There are total 10 classrooms on the first floor of B Wing. Out of 10 classrooms, the size of 08 classrooms is 30x26'3 and the size of 02 classrooms is 31'6x26'3. There are no laboratories on the first floor of B Wing.**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

4.1.2 - The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

- **Sports Facilities: There are both indoor and outdoor sports infrastructural facilities available for the students. Plenty of space for all kinds of sports like Badminton, Cricket, Kho-Kho, Kabaddi, Volleyball, wrestling, long jump, shot-put, discus throw, Table Tennis, basketball, Chess, and Carom is made available for the users. T**
- **Cultural Facilities: Likewise, there is an Auditorium Hall accessible for conducting various cultural activities in the institute. The Cultural Committee inspires the interested students to take part in all sorts of cultural programmes and offers them the pertinent facilities and opportunities to show their inherent talent.**
- **Yoga Center: The Yoga Center is another noteworthy feature of the Sports Department of the institute. There is a commodious hall for practicing Yoga in the institute.**

- **Meditation Center: Apart from Yoga, there is also a Meditation Center in the natural and peaceful surrounding where the students, teacher and general public meditate for attaining peace of mind and enhance their concentration power.**
- **Revival of Older Games: There are many traditional games which are on the threshold of elimination. The institute believes in cherishing the old along with accepting the new. Hence, the institute assists the students with the requisite training and**

equipment of older sports played in Maharashtra. Forgotten games like Langadi, Logori, Gilli-Danda and Kurghodi are being played and taught for their elevation and recuperation. Thus, the institute endeavors hard to follow the motto "Sound Mind Dwells in a Sound Body."

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	**Nil**

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

20

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://mssatcjalna.com/ICT.html
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View File](#)

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

1.98

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	[View File](#)
Upload Details of budget allocation, excluding salary during the year (Data Template	[View File](#)

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS)

The central library of the institute has an imposing building consisting of two stories. It is partially automated with Integrated Management System (ILMS) in order to be user-friendly. For that matter, SOUL 3.0 software is being used since the year 2004. Software for University Libraries (SOUL) is a state-of-the-art integrated library management software designed and developed by the INFLIBNET center based on requirements of college and university libraries. It is user-friendly software developed to work under client-server environment. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. After a comprehensive study, discussions and deliberations with the senior library professionals of the country, the software was designed to automate all housekeeping operations in a library. The software is suitable not only for the academic libraries, but also for all types of sizes of libraries, including school libraries.

The SOUL 3.0 consists of the following modules. Each module has further been divided into sub-modules to cater to its functional requirements. The in-built network feature of the software will allow multiple libraries of the same university to function together as well as access to the distributed databases installed at university libraries and union catalogue mounted at. INFLIBNET using VSAT network includes following features:

- Acquisition
- Catalogue
- Circulation
- OPAC
- Serial Control
- Administration

In addition to this, N-List of INFLIBNET database provides 31,00,000 EBooks and more than 6,000 E-Journals.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional Information	https://mssatcjalna.com/Library.html#IT-INFRA

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	**A. Any 4 or more of the above**

File Description	Documents
Upload any additional information	[View File](#)
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	[View File](#)

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1.92

File Description	Documents
Any additional information	**No File Uploaded**
Audited statements of accounts	[View File](#)
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	[View File](#)

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

57

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institute has a well-established system for upgrading its IT facilities. There is a committee that looks into the matters of IT facilities upgradation. It comprises all faculty of Computer Science department. Wi-Fi and Internet connection is regularly upgraded for enhancing its speed. For instance, B.S.N.L. Broadband is upgraded into a leased line. In addition to this, a 100 MBPS Microscan connection with Wi-Fi is availed in order to obtain more speed. ICT tools like K-Yans, Interactive Boards and computers are upgraded at regular intervals. For online teaching-learning, the institute has extensively used online platforms like Zoom, Google Meet, Google Classroom during COVID 19 times. Similarly, all computers of the institute have been upgraded from Core2Duo to Core I3 and Core I3 to Core I5. The legal copies of all operating systems automatically get upgraded whenever put on an online mode. The central library as well as English Language Laboratory of the institute have servers and LAN systems which are also upgraded now and then. LAN system in the administrative office is also upgraded for better results. The SOUL 2.0 software used in the library is upgraded to SOUL 3.0. Books issue system in the library is now upgraded with the barcode scanners. Website of the institute is also updated at regular intervals. Maintenance and updating of the website is assigned to Prof. Gajar T.D.CMS software of the office is regularly updated from the vendor.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://mssatcjalna.com/ICT.html

4.3.2 - Number of Computers

125

File Description	Documents
Upload any additional information	**No File Uploaded**
List of Computers	[View File](#)

4.3.3 - Bandwidth of internet connection in the Institution	**A. ? 50MBPS**

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

17.73

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts	[View File](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

- **Laboratories: Computer labs are regularly maintained by the faculty-in-charge and aides-de-camp along with Engineers who are outsourced from time to time. Rigorous attention is paid to preserve cleanliness in the labs. For the maintenance of all equipment, Annual Maintenance Contract (AMC) is given to the concerned agencies.**
- **Classrooms: A two-member committee is formed to take care of**

the maintenance of all classrooms. It weekly inspects and ensures that proper cleanliness is maintained. For this, various dustbins are kept on each floor of each wing.

- Department of Sports: The list of all equipment in the Department of Sports is kept and updated from time to time. Cleanliness in the Indoor hall and Gymnasium is fastidiously sustained. This work has been assigned to two menial staff members.
- Library: There is a library committee that provides suggestions with regard to maintenance and utilization to the librarian who then monitors and maintains the library and takes care that library is optimally utilized. Pest controlling of books is regularly done in order to prevent vandalism of books and other learning resources from different types of pests/vermin.
- Hostels: The rector of girls' hostels negotiates the activities from admissions to maintenance. There are menial staff for cleaning/sweeping both hostel buildings. 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.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://mssatcjalna.com/maintainance.html

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

38.40

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

0

File Description	Documents
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

File Description	Documents
Link to Institutional website	https://mssatcjalna.com/Life-Long%20Learning-Report-AY-2022-23.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

88

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

88

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**A. All of the above**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	View File
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

7

File Description	Documents
Self-attested list of students placed	[View File](#)
Upload any additional information	[View File](#)
Details of student placement during the year (Data Template)	[View File](#)

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

55

File Description	Documents
Upload supporting data for student/alumni	**No File Uploaded**
Any additional information	[View File](#)
Details of student progression to higher education	[View File](#)

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

0

File Description	Documents
Upload supporting data for the same	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	[View File](#)

5.3 - Student Participation and Activities

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

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

0

File Description	Documents
e-copies of award letters and certificates	**No File Uploaded**
Any additional information	**No File Uploaded**
Number of awards/medals for outstanding performance in sports/cultural activities at univer sity/state/national/international level (During the year) (Data Template)	[View File](#)

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Students are one of the most significant stakeholders of any educational institution. Considering their supreme importance, the institute takes care to provide as much representation to students on all bodies as possible. The college constitutes Students' Council each year of each class on merit basis. Through a notice, the institute appeals the students to submit their mark sheets in order to determine the merit. 11-17 members are selected for Student Council out of which 11 are selected as class representatives. From the remaining, one student each is nominated as a representative on N.S.S., Cultural and Sports Committee. One member is also given representation on Student Welfare Department (SWD). Similarly, the council also elects one General Secretary who allots the work related with students' welfare to other representatives.

Participation of Students on Administrative Committees: Apart from Student Council, the students have also been given representation on various executive bodies of the institution. One current student and one Alumnus are given representation in the IQAC. Likewise, one currently enrolled student who is also a representative on Student Council is given representation on CDC.

Participation of Students on Academic Bodies: Similarly, Students have also been given representations on various academic bodies like Literary Forum of all four languages, Social Sciences Forum, Science Forum and Commerce Forum. Students of these forums prepare Wall Papers of their respective subjects which are unveiled on 26 January and 15 August each year.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/5.3.2%20Nirzar-Student-Participant.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

17

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The students are the real asset of any educational institute. Specifically, the alumni are of supreme importance when it comes to the development of the institute. It is they who can provide invaluable inputs and insights in the overall making of the institute. Hence, it is expected that the past students should assist the institute in all forms for the benefit of the currently enrolled students. The Alumni Association of the institute

'Karmayogi Ankushrao Tope Alumni Foundation' is registered from the charity commission. The past students of Ankushrao Tope college work in all walks of life. Many of them are successful businesspersons/entrepreneurs, industrialists, teachers/professors, civil servants, police officers, politicians, social workers, film and Television actors/actresses, creative writers etc. Most these past students remain present for various meetings organized by the institute and provide their invaluable inputs and suggestions with regard to the development of the institute. Most of the past students are from nearby villages where N.S.S. camps are conducted, they help the Programme Officers to adopt villages where developmental works need to be done through camps. Their assistance always proves fruitful in this respect. N.S.S. Programme Officers of the institute seek the help of these past students in organizing blood donation camps, tree plantations, building water storage tanks, literacy work, eradication of superstitions and various health checkups of the villagers.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/alumni.html
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) | E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

Vision: "To Enlighten, Empower and Awaken the Masses of the region through Qualitative Training and Value-Based Education."

Mission: "To make educational facilities available to the common people so as to enable them to understand life and to make them capable of facing the challenges of the world through all round

physical, ethical and intellectual development of their personality."

- **The Governing Body:** The management's part is vital and in tune with the vision and mission of the institute which is obvious owing to its tenacious exertions in supplementing all types of facilities for smooth working of the institution.
- **College Development Committee (CDC):** CDC approves the recommendations with respect to academic, administrative and infrastructural matters given by the IQAC.
- **Internal Quality Assurance Cell (IQAC):** IQAC meets twice in a year and takes various decisions.
- **Principal:** The assistance of the principal helps the heads of the departments and the faculty members for attaining wanted objectives.
- **Head of the Department:** Several activities are conducted at departmental level by the heads of the departments with the help of the principal.
- **Faculty:** The faculty members are allocated different tasks by the heads which are carried out conscientiously by them to accomplish desired goals.

Non-teaching Staff: The non-teaching staff provides all kinds of support to the teachers while following the academic calendar. Thus, each section of the institute tries hard to apprehend the vision and mission statement in order to realize the objectives identified by the institute.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/Vision-Mission.html
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The institute trusts in decentralization of work and includes all its components to partake in all activities for better results.

1. Admission Committee (UG & PG)
2. N.S.S. Committee
3. Library Committee
4. Employment Guidance Cell
5. Student Council Committee

6. Time Table Committee
7. Earn and Learn Committee
8. Debating and Elocution Committee
9. Nirzar Wallpaper Committee
10. Girls' Hostel Committee
11. Competitive Exams Guidance Cell
12. Vishakha Cell
13. University Exams Committee
14. Student Welfare Department
15. Cultural Committee
16. Complaint Cell
17. UGC Grants Proposal Committee
18. Study Tours Committee
19. Campus Development Committee
20. Discipline Committee
21. Science Exhibition Committee
22. Vichar-Vikas Committee
23. Sports Committee
24. Anti-ragging Committee
25. Counselling Cell
26. Avishkar Committee
27. Adult and Continuous Education Cell
28. Mentor-Mentee Committee

Apart from these committees, there are various Forums pertaining to different subjects which conduct various activities throughout the year. Above committees participate in various curricular, co-curricular and extra-curricular programmes.

The best example of institutional practices involving decentralization and participative management is the organization of institute's Annual Gathering.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/Committtees.html
Upload any additional information	[View File]()

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

After second cycle of NAAC, the management of the institute seriously worked upon the recommendations of the peer team. Accordingly, a five-year perspective plan was prepared by the IQAC

with consultation of the CDC.Following are some of the key issues included in the perspective plan which have been materialized so far:

- **Use of renewable energy**
- **Purchasing educational as well as other equipment**
- **Green Audit and Energy Audit**
- **Introduction of new vocational courses through NSQF**
- **Development of Smart Classrooms**
- **Functional MOUs with other organizations/institutes**
- **Introduction of new skill-based courses**
- **Capability Enhancement Programmes**
- **Preparing POs and COs**
- **Feedback system on curriculum and other matters**
- **Academic and Administrative Audit**
- **Research Centers in 10 subjects**

Thus, the institute deploys its perspective plan effectively.

File Description	Documents
Strategic Plan and deployment documents on the website	[View File](#)
Paste link for additional information	https://mssatcjalna.com/Plan-Docs.html
Upload any additional information	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Matsyodari Shikshan Sanstha's Governing Council is an apex body of the trust having 11 members. Its President, Secretary, Treasurer and members are elected through general elections. Besides, there are some subordinate bodies associated with the institute.

- **College Development Committee (CDC): The institute has a College Development Committee which also comprises 11 members and a structure as per Maharashtra University Act, 2016.**
- **Principal and other Administrative Committees: Principal as the head of the academic and administrative sections of the institute pays attention to smooth operation of academic and administrative activities.**
- **IQAC: Internal Quality Assurance Cell is the policy designing mechanism of the institute where works related with quality enhancement and sustenance go on. IQAC is strictly modelled on**

the guidelines of NAAC.

- **Various Committees: The principal forms various committees for facilitating several curricular, co-curricular and extra-curricular activities.**
- **Service Rules, Procedures and Recruitment: The institute follows the rules and regulations of UGC, Government of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad for recruitment of teaching and non-teaching staff.**
- **Promotional Policies: The institute is translucent and unbiased with regard to the promotions of teaching and non-teaching staff. For career advancement of teachers, UGC's PBAS format is used which is filled up and submitted to the IQAC office. IQAC counts and determines the API of incumbent teachers and recommends the proposals for promotions. Similarly, promotions of non-teaching staff members are strictly based on certain parameters and conditions laid down by Government of Maharashtra.**

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/6.2.2-Teacher-Qualification-ALL.pdf
Link to Organogram of the institution webpage	https://mssatcjalna.com/images/6.2.2%20Tree-Diagram-jpeg.jpg
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user inter faces	View File
Any additional information	View File
Details of implementation of e-governance in areas of operation, Administration etc(Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

- **Loan Facility of Matsyodari Credit Society: The teaching and non-teaching staff of the institute has the facility to have short-term loan on small interest rate. There is also a facility to grant emergency loan within a day to employees. Near about all employees of the institute have availed this facility during last 05 years.**
- **Medical Reimbursement: Medical Reimbursement scheme has been made accessible by the institute for all staffs. The needy employees apply for the scheme and their applications are furthered to the related departments for speedy compensation of medical expenditures.**
- **L.I.C. Installments: The principal has counselled every staff member of the institute to get Life Insurance policies from L.I.C as well as from other private insurance companies. Each month, the installments of all employees are deducted from the salary and the installments are paid without any delay.**
- **Provision of Advance Amount: In case of any crisis, the employees can avail advance amount from the funds of the institution. This amount is later recovered with convenient installments from the salary of the employee.**
- **Maternity/Paternity Leave: Maternity/Paternity leave is allowed to women/men employees as per state government rules.**
- **Day Care Center: There is a Day Care center for newly born toddlers of the women employees of the institute.**
- **Medical Leave: Medical leave is granted during illness as per rules.**

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/mssp-Loan-form.pdf
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

0

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	[View File](#)

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

0

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	[View File](#)

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

0

File Description	Documents
IQAC report summary	**No File Uploaded**
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of teachers attending professional development programmes during the year (Data Template)	[View File](#)

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

Categories used to assess the academic and other performance of the teachers are as under:

- **Teaching, Learning and Evaluation: In this category, teacher's annual activities relating to teaching and learning are assessed. Information regarding total lectures, practical and contact hours is to be given in this part. Similarly, information with regard to exam-related work, assessment and membership of various committees is also to be given.**
- **Co-curricular, Extension and Professional Development Activity: This category evaluates teacher's role in co-curricular and extracurricular activities like extension services, contribution in various committees, workshops and seminars and so on.**
- **Research and Academic Contributions: In this category, the teacher's involvement in research and other educational matters is taken into account. Teachers are required to submit the P.B.A.S. forms at the end of each academic year,it is approved and forwarded by the IQAC to the principal for further consideration.**

Non-teaching staff's annual performance is also assessed by the panel created for this purpose. Non-teaching staff is urged to upgrade their knowledge of technology from time to time. They are inspired to attend workshops for professional development. The institute also conducts such workshops in order to empower the teaching and non-teaching staff.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/6.3.5-PBAS-Blank.pdf
Upload any additional information	*View File*

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Internal and external financial audit is regularly done by the institution. The institute obtains services of private Charter Accountants (Ashok Patil and Associates, Dhande and Associates) for conducting internal audits at the end of a financial year. The job to conduct internal audit is assigned to Dhande and Associates who conducts it every six months. External audit is done by Ashok Patil and Associates at the end of each financial year in the month of April and May. All records of these audits are scrupulously preserved 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. Due to this, very few objections are raised which are later settled to the satisfaction of the CAs. The record of all verified receipts, payments, cashbooks, passbooks, vouchers, ledgers in the office are rigorously kept. In short, there is a system to maintain complete transparency in fiscal matters of the institute.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/6.4.1-Audit-Report-External.pdf
Upload any additional information	*View File*

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

File Description	Documents
Annual statements of accounts	**No File Uploaded**
Any additional information	**No File Uploaded**
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	[View File](#)

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institute is Grant-in-Aid with some self-financed programmes having following sources of revenue:

1. **Fees collected from Undergraduate and Postgraduate students**
2. **Salary grants from the government**
3. **Funds from UGC development plans**
4. **UGC grants for research projects**
5. **Miscellaneous charges for services and forms from students**
6. **Individual and Corporate Donations**
7. **Alumni Donations**
8. **Canteen Rent**
9. **Sale of scrap**
10. **Interest on Fixed Deposit**

- **College Development Committee (CDC): Annual budget is placed in the CDC where it is discussed comprehensively taking into consideration inputs from various stakeholders from the point of mobilization. After its approval, it is circulated to various committees for utilizing the funds.**
- **Finance Committee: Finance Committee determines the expenditure to be meted out through available/sanctioned funds. Any deficit in the budget is compensated by the parent trust which also makes budgetary allocations for maintenance, infrastructure augmentation, developmental work, salary of unaided staff and additional staff.**
- **Building Committee: The Building Committee utilizes the sanctioned funds for construction of building/renovation/extension. Mostly UGC funds are used for construction of various buildings. The development and CPE grants have been fully utilized for erecting indoor and outdoor sports complex as well as establishing Virtual Classrooms. The parent trust also takes its due share in major expenditures in works of construction.**

- **Purchase Committee: Purchase Committee does the purchasing of various equipment/resources through the funds assigned for this purpose.**

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/Plan-Docs.html
Upload any additional information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The Internal Quality Assurance Cell (IQAC) has been working conscientiously since its formation. It is accomplishing various quality enterprises as per the core values identified by NAAC. However, following two cases are worthy of mentioning here to underline IQAC's contribution in institutionalizing the quality assurance:

- **Skill-based Courses: IQAC in its various meetings has emphasized the importance of skill development of the students in order to make them employable. Accordingly, the decisions taken in the IQAC meetings were placed in the CDC for approval and various skill-based courses were started. Following skill-based courses are being run successfully in the institute:**

Add on Courses:

1. **Upyojit Marathi**
2. **Spoken English**
3. **Tally and GST**
4. **Taxation: Theory and Practice**
5. **Computer Literacy**
6. **Learn Marathi Through Urdu**
7. **Prayojanmulak Hindi**
8. **Seed Technology**
9. **Microbial Pathology**
10. **Modern Instrumental Methods of Analysis**

Add on Course Conducted by ISRO:

1. **Remote Sensing and Digital Image Analysis**

Courses of Vedanta Foundation, Mumbai:

1. **Beauty Parlor and Wellness**
2. **DOT.NET**
3. **Web Designing**
4. **C+, C++**
5. **C Language**
6. **CORE JAVA**
7. **SQL & PL**
8. **Advanced Excel**
9. **Advanced Financial Accounting**
10. **Computer Application**
11. **Tally**
12. **Marketing**

National University Students' Skill Development (NUSSD) Courses:

1. **Accounting**
2. **Banking and Finance**
3. **Hospital Service Management**

- **Professional Development and Administrative Training Programmes: IQAC is very much diligent as far as empowering the teaching faculty and the non-teaching human resources are concerned. In its various meetings, IQAC has taken decisions to organize training programmes for teaching and non-teaching staff of the institute.**

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/iqac1.html
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

IQAC's approach has always been focal towards teaching-learning process with a rigorous policy to assess and evaluate it periodically. The survey of Teaching-Learning process as per the identified Programme and Course Outcomes and its attainment helps IQAC to introduce modifications in the teaching-learning activities. In order to perceive learning outcomes, the IQAC occasionally reviews the teaching-learning process and suggests measured and

steady extension and upgradation of the required material.

- • Focus on Student Centric Teaching Methods: IQAC has attached supreme importance to student centric teaching-learning methods in order to enhance learning experiences. Apart from the traditional methods of chalk and talk, IQAC has placed great emphasize on teaching methods that involve experiential, participative and problem-solving methodologies in order to make learning experiences more meaningful and enjoyable. Most of the curriculums prescribed by the parent university include project work, field work, study tours and internships. IQAC fastidiously makes the concerned subject teachers to lead the students to their respective fields, labs, organizations and industries in order to make them involve in experiential learning. The students of Geography, Psychology, Commerce, Zoology, Botany, Microbiology, Chemistry and B.Voc. courses have fully involved the students in experiential and participative learning.
- • Use of ICT in Teaching-Learning: During its various meetings, IQAC has stressed the importance of use of modern technological tools in teaching-learning activities. CDC, as per the suggestions of IQAC has recommended to purchase various ICT tools from CPE funds in order to prepare ICT-enabled classrooms. Accordingly, 10 ICT-enabled classrooms have been prepared.

File Description	Documents
Paste link for additional information	https://mssatcjalna.com/ICT.html
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://mssatcjalna.com/AQAR-21-22.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

- **Safety and Security: The institute is very much particular about the safety and security of girl students and women employees. Apart from Vishakha Cell, there are various committees working for safety and security of females on the campus. CCTV cameras are installed everywhere for close surveillance. As a locational advantage, Police Station is hardly at 500 meters' distance. In addition to this, two security guards are at patrolling every time having a close watch on the outsiders who enter the premises. The whole campus is secured with a wired compound wall.**
- **Counseling: There is a counselling center in the department of Psychology which provides expert advice on various issues pertaining to students. Prof. Mrs. Sujata Devre has been counselling the students on academic and stress-related issues since its inception. The counselling center organizes special career counselling programmes for girls.**
- **Common Rooms: In order to have privacy during leisurely hours, the girl-students of the institute have a common room with the facility of attached toilet. There is also a sanitary pad vending machine with a disposable apparatus of the same installed for them. Likewise, there is a separate reading room in the library for girls.**

Day Care Center: There is also the facility of Day Care Center in the Girls' Hostel for the toddlers of the women employees of the institute. The institute has appointed a female caretaker with all the amenities suited for small children.

File Description	Documents
Annual gender sensitization action plan	https://mssatcjalna.com/Gender-Plan-Yr-22-23.pdf
Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://mssatcjalna.com/7.1.1-Gender-equity-Web-link-page.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	**A. 4 or All of the above**

File Description	Documents
Geo tagged Photographs	**No File Uploaded**
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

- **Solid Waste Management: The initiative of various waste management was taken as a part of national mission on clean and green environment followed by Swacch Bharat Abhiyan. Solid waste is collected from both the wings as well as from Girls' hostels each morning by housekeeping staff in separate containers and assembled at the waste yard marked as Compost Pit. Waste like leaf litter is placed in the vermin-compost unit which gets composed over a period of time. Similarly, organic waste is also converted into bio-fertilizer which is used for plants and saplings in the campus.**
- **Liquid Waste Management: For liquid waste management, there are drainage lines which carry liquid waste from bathrooms and toilets. The salty waste water discharged from RO machines is used to plant the trees in the campus.**
- **E-Waste Management: For E-waste management, there is a separate committee. This committee negotiates all the matters related with E-waste. There is a separate place to keep**

defective keyboards, mouse, printed circuit boards, monitors, mobile chargers, printers etc. The other usable E-waste is either recycled or sold out.

- **Waste Recycling System: Instead of throwing out, most of the usable plastic bags are recycled. Similarly, the waste water of RO machines is used for trees and plants in the campus. Various kinds of E-equipment parts are also recycled in other equipment.**

Hazardous Chemicals Waste Management System: Hazardous Chemicals are kept separately in the laboratory away from the reach of students.

File Description	Documents
Relevant documents like agreements / MoUs with Government and other approved agencies	[View File](#)
Geo tagged photographs of the facilities	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	[View File](#)
Any other relevant information	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles** 3. **Pedestrian-friendly pathways** 4. **Ban on use of plastic** 5. **Landscaping**	A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading	A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	**No File Uploaded**
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	View File
Any other relevant information	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institute conducts following programmes in order to provide an inclusive environment:

1. **The institute observes Samvidhan Diwas (Constitution Day) on 26 November every year to commemorate the constitution of India.**
2. **National Anthem is a regular practice at a Morning Congregation**
3. **Voter Awareness Programme is organized in the institute to foster the importance of voting and strengthening democracy.**
4. **N.S.S. unit of the institute organizes blood donation camps in order to inculcate social responsibility among the students.**
5. **Kolhapur and Sangli Dist. Flood Relief Rally**
6. **Rally on Free Legal Aid Scheme**
7. **Street Plays on Various Social Issue**
8. **Kerala Flood Relief Rally**
9. **Jagar Janivancha (Awakening of Consciousness)**
10. **Blanket Distribution to the poor and needy people**
11. **Filling up Voter Registration Forms through YIN team of the College**
12. **Sanskar Din on each Thursday observed**
13. **Marathi Bhasha Gaurav Din celebrated on 27 February each year**
14. **Hindi Day observed on 14 September each year**
15. **Vachan Prerana Diwas is observed on the birth anniversary of A.P.J. Abdul Kalam**
16. **Dr. Babasaheb Ambedkar's Birth Anniversary on 14 April each year**
17. **Celebration of International Yoga Day on 21th. June each year**
18. **Anti-terrorism Day observed on 21. May each year**
19. **Celebration of Independence Day on 15th August each year**

20. **Sadbhavana Day celebration on 20th August each year**
21. **International Peace Day on 15th September each year**
22. **Communal Harmony Day and International Non-Violence Day on 2nd October**
23. **Ekta Daud (Run for Unity) on 31st October each year**
24. **National Integration Day on 19th November each year**

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)
Any other relevant information	[View File](#)

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Apart from curricular activities that sensitize students about values, rights, duties and responsibilities, the institute also conducts various programmes in order to inculcate these things in students and the employees. Sanskar Din (Sacrament Day) is observed on every Thursday for students with a lecture of an eminent speaker on the issues pertaining to ethics, values and good sense. Following Human Values have been published by Ankushrao Tope College in the handbook of Codes of Conduct for students and employees:

- **Righteous Conduct: Care of possession, hygiene, self-respect, good behavior, good relationship, helpfulness, and good environment.**
- **Peace: Attention, calmness, dignity, equality, gratitude, humility, patience, satisfaction, self-control, and self-esteem.**
- **Truth: Accuracy, curiosity, fairness, honesty, fearlessness, intuition, justice, quest for knowledge, tolerance, and understanding.**
- **Love: Affection, care, compassion, dedication, devotion, forgiveness, friendship, humaneness, patriotism, sacrifice, and trust.**
- **Non-violence: Sympathy, empathy, happiness, good manners, morality, care for others, loyalty, brotherhood, care for environment, respect for national wealth, and social justice.**

The institute has published this handbook on its website. The hard

copy of the same is also available in the Principal's office.

Various programmes pertaining to safeguarding one's rights are conducted for the students and the employees. Through Legal-Aid Awareness programmes, the orientation with regard to various laws to protect human rights is done. Similarly, the institute organizes workshops on Intellectual Property Rights and allied issues.

The Constitution Day is celebrated every year with a speech of an eminent speaker on the subject.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://mssatcjalna.com/7.1.9-Students-Duty-Responsibility.pdf
Any other relevant information	**Nil**

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	A. All of the above

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and

festivals

The institute celebrates national festivals, birth/death anniversaries of the great Indian personalities with great zest and enthusiasm. Following programmes/celebrations take place in the institute:

- Birth/Death Anniversaries of Great Indian Personalities and International Commemorative Days:

1. Krantijyoti Savitribai Phule Birth Anniversary (3rd January)
2. Rajmata Jijau Birth Anniversary (12th January)
3. Chatrapati Shivaji Maharaj Birth Anniversary (19th February)
4. Mahatma Gandhi Birth Anniversary (2nd October)
5. Mahatma Jyotiba Phule Birth Anniversary (11th April)
6. Bharatratna Dr. Babasaheb Ambedkar (14th April)
7. A.P.J. Abdul Kalam Birth Anniversary (13th October)
8. Sant Gadgebaba Death Anniversary (20th December)
9. Maharashtra Day/International Labor Day (1st May)
10. Marathwada Mukti Sangram Din (17th September)
11. Dr. Babasaheb Ambedkar Marathwada University Namvistar Din (14th January)
12. Teacher's Day (5th September)
13. Karmaveer Ankushrao Tope Saheb Birth Anniversary (18th September)
14. Marathi Bhasha Gaurav Din (27th February)
15. Vishwa Hindi Din (10 January)
16. International Women' Day (8th March)
17. International Yoga Day (21 June)
18. World Physiotherapy Day (15th September)
19. World Breast-Feeding Day (4th August)

- National Festivals:

1. Independence Day (15th August)
2. Republic Day (26th January)
3. Mahatma Gandhi Birth Anniversary (2nd October)
4. Vachan Prerana Divas (15th October)
5. Constitution Day (26 November)

Thus, institute pays tribute to all national heroes on their birth/death anniversaries. On these occasions, students take an active part in all these programmes which helps them imbibe patriotism, ethics, values in their personal and professional life.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

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Title of the Practice: Counselling Center as a Support Service to
the Students and Community

2. Objectives:

   • To make the client deal with life's problems
   • Resolve academic and stress-related issues
   • 3. The Context: Due to increasing complexities in human lives,
     the need for mental health and related services are on
     constant rise.

4. The Practice: The counselling center of the institute has been
providing counselling to the students as well as general clients
since its initiation.

List of Counsellors: 1) Dr. Mrs. Sujata Deore 2) Dr. Nilesh
Kumbhakarna

5. Evidence of Success: 1) Positive feedback received from the
client 2) More and more outside clients are turning up for
counselling at the center.

6. Problems Encountered and Resources Required: Since psychological
problems are considered as a taboo in our society, many clients are
reluctant to approach the center and seek counselling.

   1. Difficulty in establishing a rapport with the client
   2. In some cases, language of communication becomes a barrier if
      the client does not know English or Marathi.

Practice II
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1. Title of the Practice: Earn and Learn Scheme

2. Objectives:

1. To provide financial assistance to economically backward students

3. The Context: Matsyodari Shikshan Sanstha's Ankushrao Tope college is located in a drought-prone region called as Marathwada of Maharashtra state.

4. The Practice: After the admissions, the "Earn and Learn" committee invites applications for registrations for the scheme.

5. Problems Encountered and Resources Required: 1) Most of the economically challenged students find it embarrassing to enroll for the scheme initially.

File Description	Documents
Best practices in the Institutional website	https://mssatcjalna.com/Best-Practices-&-Extension-Activities.html
Any other relevant information	https://mssatcjalna.com/7.2.1%20Best%20Practices%20Weblink%20Upload.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Considering the supreme importance of community services and the feeling that we owe something to the society, Matsyodari Shikshan Sanstha's Ankushrao Tope college seriously pondered over the issue of extending its invaluable services in the neighborhood civic. After a careful deliberation, it appeared that the villages in the area are negligent about health.

Hence, the decision to support the villages was taken by providing them various health services with the help of local hospitals and health workers. The vibrant N.S.S. department of the institute has occasionally been conducting health camps in the neighborhood community. During their surveys, the Programme Officers and volunteers came to know that provision of health services is an

urgent issue that needs to be taken care of. So the decision to survey the nearby villages was taken in order to find the ailing patients who urgently need medical treatment. These surveys established the fact that various health camps need to be organized in these villages. Henceforth, these surveys through N.S.S. volunteers became a routine process each year.

In addition to these camps at various villages for the people in the locality, the institute has conducted various health-related programmes for the students and the general public of the area.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. Start new Add-on certificate courses

2. Prepare for NEP 2020 from the next academic year

3. Apply for grants at RUSA

4. Host International, National and state level conferences, seminars, workshops and symposiums

5. Organize more sports and cultural events at institutional level

6. Optimize the use of ICT in teaching-learning