

# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**YASHODA TECHNICAL CAMPUS SATARA**

S. NO. 242/1, NH-4, NEAR VANAZ LPG PUMP, NH-4, WADHE PHATA, AT/POST -  
WADHE TAL-SATARA DIST - SATARA

415011

[www.yes.edu.in](http://www.yes.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2018**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

It is said that in the 21st century '**Knowledge is the real power**' and education that too professional is the most vital source of knowledge. Prof. D. B. Sagare, Founder President having over 35 years of educational experience established Yashoda Shikshan Sanstha' (YSS) in 2008 & YSPM in 2009. As Sir's idol is his mother he gave her name, **Yashoda** to the institution. Yashoda Technical Campus (YTC), integrated campus received approval of AICTE & DTE for starting eleven courses at a time. It is spread over an area of 14.18 acres. The campus consists of the state of the art infrastructure that creates conducive environment for learning to today's generation. The total built up area of the buildings in the campus is approximately 20236.43 sq.m.. Sir started the "*Dattak Palak*" scheme for economically under privileged students. Today more than 100 students are receiving the benefit.

### About YSPM & YSS Institute

#### 1. Yashoda Technical Campus, Satara

1. Yashoda College of Engineering (Mechanical, Computer, Electrical, E&TC, Civil)
2. Yashoda Polytechnic
3. Yashoda College of D. Pharmacy, B. Pharmacy, M. Pharmacy (Pharmaceutics & Pharmacology)
4. Yashoda College of Management
5. Yashoda College of MCA

1. Yashoda College of Architecture, Satara
2. YSPM's Yashoda Public School, Satara
3. Loknete Subarao Kadam Junior College of Arts , Commerce & Science.
4. Sadhana Primary School (English and Marathi Medium), Satara
5. New English School, Nune Satara

### Vision

Yashoda Technical Campus aspires to be a role model for institutional excellence and to emerge as a Leader in Technical & Management Education and Research by providing value based Quality education with World class infrastructure and strengthening strategic linkage with Industry, Premier Institutions and thereby fostering excellence in teaching, research and community service to meet educational, social and economic needs of the region and the nation to create human society.

### Mission

- (i) To provide opportunities to students and faculty to acquire higher qualification and experience with continuous learning opportunities.
- (ii) To impart quality education by implementing state-of-the-art teaching learning methods to enrich the

academic competency, credibility and integrity of the students.

(iii) To empower the students with current knowledge, skills and right attitude in order to meet the challenges of future & to develop competence towards serving the ever changing needs of Industry and Society.

(iv) To create and maintain a vibrant research environment to promote excellence in research and extension activities.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Visionary leadership
2. Culture based on respect and discipline.
3. Adequate and Well-maintained Infrastructure
4. Good faculty retention
5. Good number of collaborations with Industries for development of student and faculty
6. Transparent and Proactive management
7. Institution has a holistic view of educational system as they are associated with different Educational institutions
8. Wi-Fi enabled campus
9. Well established laboratories with adequate hardware and software.

### **Institutional Weakness**

1. Do not have liberty to make changes in curriculum as being an affiliated college.
2. Funded research by Government and other leading Research and Development agencies are less than expectations.
3. Location of the campus is far from main city.
4. Less research publications in peer reviewed International Journals having high impact factor.
5. Participation of alumnae in the overall development of the college is less as not too many batches are passed.

### **Institutional Opportunity**

1. Explore alumni involvement in academic and placement activities
2. Obtaining research and other funding because of status of NBA Accreditation and 2(f), 12(B) affiliation of UGC
3. Consultancy services can increase
4. Improvement of Faculty and student exchange programme with National and International Institutes
5. Enhancement / encouraging for Entrepreneurship among Students.

### **Institutional Challenge**

1. Meeting the ever changing requirements of industry and society as a whole along with rapidly changing technology.
2. Improving communication skills of students from rural background who otherwise are sound in technical competencies.
3. Involvement of industry professionals
4. Improving the quality of admitting students
5. Active E.D.C. (Entrepreneur Development Cell) with incubation center Funded by AICTE
6. Attracting research grants from funding agencies

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

YSPM's YTC is affiliated to the Shivaji University, Kolhapur and Dr. Babasaheb Ambedkar Technological University, Lonere. The institute is a self-financed and follows the curriculum of the university. The College works with its Vision through well defined mission and objectives statements. Faculty members actively contribute in the curriculum design by participating and conducting syllabus revision workshops arranged by University at different colleges. The stakeholders' views and inputs are duly considered in framing the syllabus. Institute engagement with curricular aspects is purely in its implementation. Faculties are always instructed through orientation program to prepare course file, academic diary with various contents such as teaching plan, continuous assessment plan, question banks etc., for best curriculum delivery. The identified gaps in curricula are bridged by conducting certificate courses, value added courses, add on programs etc., so that students well enriched with social requirements. The institute encourages self-employability by conducting Entrepreneurship Development Programmes and other similar activities. Institute is having CBCS system at first year level of engineering and pharmacy. Feedback system for various stakeholders is well defined, prepared and obtained from them regularly in academic year. Senior faculties are contributing for Board of Studies and other committees at various level.

### Teaching-learning and Evaluation

Government of Maharashtra organizes Common entrance test (CET) for engineering and pharmacy admission. The institute follows admission process as per DTE norms. Each year, institute organizes orientation program for the newly admitted students to make them well acquainted with the institute rules, regulations, campus culture, course curriculum and various aspects during their graduation period. Recruitment of faculty is done through University norms. Number of post are calculated based on work load and then this number is get sanctioned from University. Through advertisement and selection committee faculty is recruited. Faculty members follow a student centric teaching and learning approach. Faculties are motivated to use of various ICT tools and innovative methodology. Institute conducts various internal tests (ISE) and oral/practical exams which are conducted in transparent way. Answer books are evaluated and shown to students, if any query is raised, is satisfactorily solved. End semester examination is conducted by the University. Term work marks submitted to the university are showed and signed by the students. There is continuous assessment of students through assignments, practical journals, tests and preliminary examinations. Institute prepares and follows the academic calendar. The syllabus are prepared by university and all the course material are provided with course outcomes and program outcomes. Teachers are trained to mentor students and to provide learner-centered education. To make sure that students grasp what they study, faculty members place assignments in various innovative formats as self-learning sessions and open source learning tools like MOODLE.

## Research, Innovations and Extension

YTC promotes the research culture among faculty and students by ensuring their participation in research and related activities. The institution offers support in terms of financial, manpower required and suitable organizational decisions to enable faculty for mobilizing resources for research. The institution encourages faculty members and students to utilize existing facilities and engage in inter-departmental research activities. Students are encouraged to complete out-house projects which give exposure to industry. Faculties are motivated to publish their research work by helping them financially. Expert lectures are arranged on Intellectual Property Rights. In university syllabus internship is mandatory to Pre-final students.

Consultancy activities planned by the faculty members are fetching the input for the expertise in the specific domain. Extension activities and institutional social responsibility are the noticeable part for developing sensitivity towards community issues, gender disparities and social inequity etc. Collaborations of the institute with other organizations has helped to undergo training, student exchange, faculty exchange, resource sharing, industrial visits, guest lectures and in-house projects.

## Infrastructure and Learning Resources

YTC campus is spread in an area of 10 acres. The campus consists of the state of the art infrastructure that creates conducive environment for learning. Today's generation is very demanding hence providing such a state of art infrastructure is the need of the hour. The total built up area of the buildings in the campus is approximately 20236.43sq.m. with well maintained and lush green campus. The instructional area covers spacious class rooms with modern ICT tools, tutorial rooms, seminar halls, animal house, laboratories, faculty rooms and computing center. In addition to this, other facilities like photocopying, gym, canteen, store etc. are available in the campus. The hostel facility for girls and boys, along with play ground with sports facilities such as basketball, table tennis, chess and carrom are made available. Yoga and Meditation centre is available for students. Institute is also having RO water plant and generator. A digital well – equipped library with OPAC, e-journals and NPTEL material enrich the learning experience of staff and students. Internet connectivity of 50 Mbps with wi-fi facility is also available. The maintenance of institute and campus facilities are carried and monitored by estate office. Appropriate funds are made available in the annual budget for infrastructural development, maintenance and its utilization is monitored.

## Student Support and Progression

Students are admitted to institutes through DTE Maharashtra. Government of Maharashtra pays the tuition fee for SC/ST/OBC students and EBC to open category students through scheme. The placement cell is headed by placement officer who coordinates with the prospective employers and arranges for on-campus/pool campus/off campus interviews to students. Extra help is given to those who wish to progress towards higher studies and competitive examinations like GPAT, GATE, MPSC, UPSC, TOFEL, IES, CAT and GMAT etc. University declares the date for formation of student council and accordingly college forms and conveys to it. Alumni meet is arranged every year, which provides feedback on developmental activities of the institute. Every year institute conducts several sports, extracurricular and co-curricular activities for overall development of the students. Students represent in various associations and committees. Annual gathering and traditional days are conducted every year for exposure of cultural qualities of students.

## **Governance, Leadership and Management**

The institute has a vision to provide quality technical education and to develop student leaders in technical field. Decentralization is taken care of by authority delegation through the mechanism of Principal, Head of departments in different faculty and streams. The institute provides autonomy to every department and works towards decentralized governance system. The Management is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process. The Institute supports financially to faculty for attending workshops, conferences, seminars & for the paper publication etc. It also provides on duty leave for all those purpose. The institute deputing faculty on duty leaves for the higher studies and various research activities. Uniforms are provided to all security staff. 12.5% fees concession for children's of Non- Teaching faculty from Yashoda Shikshan Sanstha. Transport facility is made available to staff. EPF is provided for members. The campus has a mechanism for internal and external audit. Various stakeholders of the institute are the members of the statutory bodies and their meetings are conducted regularly. The institute has a well-defined perspective plan involving focus areas, action plan to achieve the goals and measures to verify their achievements.

## **Institutional Values and Best Practices**

The institute is committed to adopt environment-friendly policies by tree plantation, waste management, use of renewable energy resources and water harvesting. Innovative steps are taken to create positive impact on the functioning of the college. The institution takes all possible steps to make the campus ecofriendly. Faculty and staff are provided with emails and communication is moving towards being paperless. All class coordinators collect what's-up number and mail id of students on which notes, question banks, notices etc., are shared. Institutes apply many innovative practices. Some of which are Multi-level Academic Quality Monitoring System (MLAQMS), Yoga practice in campus, GFM activity, soft skills, and life skill programs regularly conducted for students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	YASHODA TECHNICAL CAMPUS SATARA
Address	S. NO. 242/1, NH-4, NEAR VANAZ LPG PUMP, NH-4, WADHE PHATA, AT/POST - WADHE TAL-SATARA DIST - SATARA
City	Satara
State	Maharashtra
Pin	415011
Website	<a href="http://www.yes.edu.in">www.yes.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	VIVEKKUMAR KANHAI YALAL REDASANI	02162-271238	9049800808	02162-271239	registrar_ytc@yes.edu.in
IQAC Coordinator	NARENDRA GANESHNA TH NARVE	02162-271240	9766587841	02162-271241	principalengg_ytc@yes.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

<b>Establishment Details</b>				
Date of establishment of the college		25-07-2011		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Dr. Babasaheb Ambedkar Technological University	<a href="#">View Document</a>		
Maharashtra	Shivaji University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	10-04-2017	12	AICTE has approved EOA for our institute up to current academic year
PCI	<a href="#">View Document</a>	03-11-2015	36	PCI has approved EOA for our institute up to current academic year



<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	S. NO. 242/1, NH-4, NEAR VANAZ LPG PUMP, NH-4, WADHE PHATA, AT/POST - WADHE TAL-SATARA DIST - SATARA	Rural	10	20236.43

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Engineering	48	H.S.C. or Equivalent	English	180	100
UG	BTech,Engineering	48	H.S.C. or Equivalent	English	180	65
UG	BTech,Engineering	48	H.S.C. or Equivalent	English	180	119
UG	BTech,Engineering	48	H.S.C. or Equivalent	English	360	217
UG	BTech,Engineering	48	H.S.C. or Equivalent	English	180	73
UG	BPharm,Pharmacy	48	H.S.C. or Equivalent	English	258	250
PG	Mtech,Engineering	24	B.E. or B.Tech	English	12	12
PG	MPharm,Pharmacy	24	B. Pharmacy	English	39	22
PG	MPharm,Pharmacy	24	B.Pharmacy	English	33	13
PG	MCA,Management	36	BCA. BCS B.Sc or Equivalent	English	180	76
PG	MBA,Management	24	BBA for Any Graduate	English	120	77

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	14				28				74			
Recruited	2	0	0	2	0	3	0	3	73	1	0	74
Yet to Recruit	12				25				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				3				111			
Recruited	2	0	0	2	0	3	0	3	73	38	0	111
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				60
Recruited	46	5	0	51
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				51
Recruited	46	5	0	51
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				20
Recruited	15	3	0	18
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	15	3	0	18
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	3	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	73	38	0	111

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		2	1	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	453	1	0	0	454
	Female	370	0	0	0	370
	Others	0	0	0	0	0
PG	Male	84	1	0	0	85
	Female	115	0	0	0	115
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	16	16	3	9
	Female	13	23	10	8
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	31	41	13	27
	Female	40	41	24	21
	Others	0	0	0	0
General	Male	106	145	36	96
	Female	118	113	36	38
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		324	379	122	199

### 3. Extended Profile

#### 3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response : 11

Number of self-financed Programs offered by college

Response : 16

Number of new programmes introduced in the college during the last five years

Response : 6

#### 3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
680	776	811	601	388

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
948	1002	972	759	516

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
196	229	159	83	25

Total number of outgoing / final year students

Response : 692

#### 3.3 Teachers

**Number of teachers year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
111	107	94	84	59

**Number of full time teachers year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
111	107	94	84	59

**Number of sanctioned posts year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
116	134	130	102	70

**Total experience of full-time teachers****Response : 981****Number of teachers recognized as guides during the last five years****Response : 04****Number of full time teachers worked in the institution during the last 5 years****Response : 298****3.4 Institution****Total number of classrooms and seminar halls****Response : 34****Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
299.09	459.31	517.64	529.03	429.38



**Number of computers**

**Response : 553**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response : 1.44**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response : 0.49**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

- Institute is affiliated to Shivaji University Kolhapur, Maharashtra and Dr. Babasaheb Ambedkar Technological University, Lonere.
- We follow the syllabus and Academic calendar provided by the university. Also we develop our own course wise academic calendar which includes academic, co-curricular and extracurricular activities and schedule of internal examinations.
- Use of ICT tools such as LCD-Projector, MOODLE etc. are provided for conducting special classes smoothly.
- Teachers are encouraged to participate in various faculty development programs, workshops, seminars, conferences etc. to enrich and upgrade their knowledge.
- Innovative teaching-learning methodologies are used to make the teaching process more effective by using Digital libraries, e-learning facilities such as NPTEL Video Lectures, Spoken tutorials of IIT Bombay are provided to faculty members of the institution which help them in teaching and delivering good lectures.
- For effective implementation of teaching-learning process, various methods like PowerPoint presentations, video lecture, co-operative learning, literature survey, group discussions, quiz's, seminars, laboratory visits, industrial visits and demonstrations are incorporated in the course delivery methods. Institute encourages use of different ICT teaching aids such as video films, multimedia presentations in addition to blackboards.
- 24\*7 Wi-Fi and Internet facility is available across the campus for better curriculum delivery.
- Industrial visits are arranged for students in every semester to get exposure through practical implementation to corporate world.
- All faculty members maintain Academic diary and Course file for every course in the curriculum. Academic diary contain Teaching plan, Practical plan, attendance sheet, syllabus copy, Personal time table, statement of marks, Faculty publications, results, Project topic details and Term work details etc.
- Assignments, Term work planning, Question bank, submission reports are given to students.
- Mentoring book: - Every faculty member is assigned a group of about fifteen to twenty students for mentoring every year. The faculty mentors conducting meetings with the mentees and record their suggestions, requirements, and difficulties for taking necessary actions related to curriculum implementation. The record is used to monitor the progress of the students.
- Lecture notes prepared by staff members. Semester wise feedback received from students.
- Arranging Industry experts guest lectures, workshops, seminars to bridge the gap between academics and industries.
- The college is very much particular and committed for the completion of syllabus, conduct of semester examinations, and declaration of results in time.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 16

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	3	4	2	2

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 3.3

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
00	02	01	00	00

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

**Response:** 63.64

1.2.1.1 How many new courses are introduced within the last five years

Response: 7

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response:** 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 11

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

**Response:** 16.45

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
198	178	161	25	24

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

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

##### Response:

In curriculum theory paper is included to provide awareness of cross cutting issues relevant to Gender, Environment and sustainability, Human Values and Professional Ethics. These papers are as follows.

1. Energy and Environmental Engineering (FY Engineering) – Conventional Power Generations, Renewable Power Generation, Energy conservation, Air Pollution, Water Pollution, Environmental Laws and Sustainable development.
2. Environmental Engineering (TE. Civil Sem 5) – Quality and Quantity of water, Water Treatment Process, Special Water Treatment and Sequencing of Treatment, Transmission and Distribution of Water, Water Distribution System, Water Supply appurtenances.
3. Environmental Engineering (TE. Civil Sem 6) – Waste Water, Sewerage System, Primary Treatment, Secondary Treatment, Sludge, Low cost West Water Treatment Methods, Stream Pollution, Disposal of Waste Water, Solid Waste Management, Air Pollution etc.
4. Environmental Sciences (BPharm I,II) – Awareness about Environmental Problems among Learners, Multidisciplinary nature of Environmental Studies, Natural Resources and Associated Problems, Renewable and Non-Renewable Resources, Ecosystem, Environmental Pollution, Environmental Protection.
5. Environmental Studies (SE. Engineering All Branch) – Nature of Environmental Studies, Natural Resources and Associated Problems, Ecosystems, Biodiversity and its Conservation, Environmental Pollution, Social issues and the Environment, Environmental Protection.
6. Law for Engineers – Constitutional law and Law of Contract, Human right and Public International Law, Law Relating to Intellectual Property, Right To Information Act 2005, Corporate Law,
7. Organizational Behavior (OB) (MBA, MCA) - Introduction to O.B, Micro Perspective of O.B, Micro and Macro Dynamics of O.B, Macro Perspective of O.B. ,personality, perception, motivation, leadership style, job stress, group behavior, conflicts, organizational change, organizational development techniques, global approach to OB.
8. Softskil (CSE):-Communication skill- verbal non-verbal communication. Inter & Intra-personal communication, Importance of team work, Working with groups, effective teams.

File Description	Document
Any Additional Information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years****Response: 5**

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 5

<b>File Description</b>	<b>Document</b>
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3.3 Percentage of students undertaking field projects / internships****Response: 78.24**

1.3.3.1 Number of students undertaking field projects or internships

Response: 532

<b>File Description</b>	<b>Document</b>
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above**

**Response:** B.Any 3 of the above

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**A. Feedback collected, analysed and action taken and feedback available on website**

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.08

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	2	0	0

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 38.7

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
680	776	811	601	388

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1896	2004	1944	1518	1032

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per



**applicable reservation policy during the last five years****Response:** 26.12

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
286	274	289	185	98

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

Institute aims at catering the quality education to all the students irrespective of talent and background of every student. It has mechanism of classifying the students as slow and advance learner. Based on the score of previous examination students having upto 60% score treated as slow learners and above 60% treated as advance learners. After taking the admission, a writing test is conducted and again based on its performance students are reshuffled accordingly. Post graduate program conduct Basic programming test and classroom quiz helps to judge basics of technical knowledge & programming proficiency. After classifying the students, few startergies are followed by the institute for both the types of learners.

**Slow Learners**

The student counselor assesses the nature of their problems and then motivates them in a friendly way to reach their academic goals.

- **Remedial classes** are conducted to cope up with the syllabus. Tutorials are given to the students. Study materials in the form of notes and power points are provided to the students. A question bank is made available to the students and insists them to solve in stipulated time.
- Regular counseling is done by the students to motivate them for studies that help in building the confidence of the students. Also the attendance of such students is monitored.
- Special coaching classes, class test are conducted after completion of syllabus. Teacher executes a session of question and answers in the class for all students with special concernration on slow learners. Course related audio-video CDs of lectures, are make available to the students.
- Notes are made available on MOODLE to understand the content easily.

- Extra classes are conducted for preparing the students from examination point of view.

### Advance Learners

- Students are encouraged to participate in competitive exams. Career guidance is provided for higher studies. The importance of competitive exams is imbibed in the students through special coaching and guest lectures. With the help of success in competitive examinations they get admission to higher studies.
- Students are assigned the topics for seminar and projects based on current trends in industry. Workshops are conducted to improve their presentation skills. Institute organizes seminars, workshops of industry experts.
- Motivating the students to participate in various research competitions so as to get exposure to the current trends in the field. They are encouraged to publish research articles/ filing patents on research work. Institute also organizes paper presentations, projects competition, software development programmes so as to get exposure to all students.
- Providing in-house- training workshops for the students which include hands-on training of sophisticated instruments, equipment, and soft wares.
- Institute honours meritorious students during the various functions. Students are also informed and guided for various meritorious scholarship programs which they can avail.

Students are referred with specific blogs and educational websites and also, encouraged to take up various certifications. Business magazines, newspapers and various research journals are made available.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 6.13

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.29

#### 2.2.3.1 Number of differently abled students on rolls

**Response:** 2

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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

#### Response:

For the success of an educational institution, it is the quality and relevance of its academic programs that set the foundation. The process of delivery is equally important as the design and content of program while the quality resource of faculty provides the backbone. We have ensured this at Yashoda Technical Campus where continuous updating and enrichment of curriculum with inputs from both industry and academia differentiate the value of academic programs. So is the delivery, we have deeper engagement of corporate executives, industry managers and entrepreneurs in bringing real world experience to make today's classroom relevant. Institute believes in the adoption of student centric methods to enhance student involvement as a part of participative learning and problem solving methodology. We follow *viz.* role plays, discussions, debates, laboratory experimental learning, mini projects and case studies.

- **Role Plays:** Role play helps our students to learn and try out the experience of role of managers in organization. Subjects such as Software Project Management, client interaction, communication systems, decision making in the field of managers, analysis of problems and solving of issues, conducting meetings are well explained to the students by adopting role plays.
- **Discussions:** We do follow the discussions in many of the subjects as it makes the students to think wide and participate in coming up with the opinions & suggestions to check their current knowledge. We practice discussions basically in soft skills, managerial communications, business adoptions etc.
- **Debates:** Debates are followed in many of the subjects where students are required to come with different opinions, thought processes thus the learning process gets justified in the arguemental way.
- **Laboratory experiential learning:** Technical education is always justified with the help of practical knowledge. Thus we try to expose our students to all the laboratories possible beginning from the first year. Later from second year, students related to the core department are given an exposure to pure languages to depth based on the potential of the student so that the student can learn it by experience and doing practicals.
- **Case studies:** We are following case studies mainly for the circuit branches where the students are expected to have practical knowledge & logical thinking based on the realistic experiences. Subjects such as Power Systems, Manufacture Engineering & Fabrication Analysis, Professional Ethics & Moral Values, Sales Forecast and few more are once theoretically explained as per university syllabus, we take the advantage of our management studies faculty members to extend the practical knowledge by providing the real time case studies.
- **Guest Lecturers:** Entreprenurs and managers from the reputed organizations are invited to share

their field experiences and aware about expectations from industry.

- **MCQs:** Online test of multiple choice questions are also conducted for the students to enhance their learning abilities.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 102.7

#### 2.3.2.1 Number of teachers using ICT

Response: 114

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 6.8

#### 2.3.3.1 Number of mentors

Response: 100

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

YTC students are expecting something practical, relevant and useful for their professional life. With

computer being their flesh and blood; and living in the era where they are allowed to question on things and they are empowered to be partly responsible for their learning, creativity and innovation have been incorporated in our teaching and learning, assessment and supervision.

We have taken it as a challenge to improvise the Teaching – Learning environment into student friendly learning. We mainly adopted the following methods to transform the learning environment.

1. **Online Courses**-Students are provided with an access with NPTEL Spoken tutorial videos.
2. **International journals & publications** make available in library and insist students to refer the same.
3. **To make learning interesting and to deliver difficult concept Video and Audio Impact are preferred** during lectures.
4. Emphasis to use online lecturers. Institute has FOSS centre where video lecture where highly rated IIT Professors are online available.
5. **Ask the students to present seminars topics prior to teaching the concept.**
6. **To learn live objects fastly and efficiently Field survey** assigned to the group of students and asks to present in the class. Thus learning of Self study, presentation skill, and observation improve.
7. In MBA Programme, **Live advertisements** are shown in the class and ask students to watch and understand advertisement effectiveness. Also to understand the important factors in advertisement effectiveness.
8. **Liberal Use of Power Point Presentations in delivering the subjects:** Faculty made Power point presentations including the videos of the lectures on technical topics as per the syllabus is presented to the students at the end of every chapter for the students' ready reference. This helps the slow learners for a better revision.
9. **Poster presentation**-Ask students to present assigned topic through poster to have scope for creativity and innovation.
10. **Guest Lectures:** In MBA programme managers from different disciplines from different industries are called to have practical exposure to the students about their field and profession.
11. **Industrial Visits:** It is a regular practice for our students to visit Industries to have a Field exposure and observe the application of concept.
12. **Faculty uses contemporary cases** from the business and corporate world to drive home theoretical inputs.

#### **Innovative Methods adopted by Institute:**

1. **Business news analysis session** is held for MBA students. Business Standard, newspaper make compulsory to all mba students and make available to all MBA students in the institute.
2. **MCA and Engineering students' technology related articles are used** to substantiate theoretical inputs.
3. **Animal experimentation through simulation for pharmacology practical's** for UG.
4. **Prefer animals** for PG students for their practical
5. Research students **Herbarium and herbal formulation are practiced** more in Pharmacy program.
6. **Model presentations** do twice in a year.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 82.9

<b>File Description</b>	<b>Document</b>
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 6

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	5	2	7	4

<b>File Description</b>	<b>Document</b>
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 8.84

<b>File Description</b>	<b>Document</b>
List of Teachers including their PAN, designation,dept and experience details	<a href="#">View Document</a>

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response: 0**

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response: 5.58**

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	6	6	6	3

**File Description****Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

Any additional information

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

Institution makes effective arrangements for the smooth functioning of the evaluation processes. We do follow the assessment procedure as per the norms of Shivaji University, Kolhapur and Dr. Babasaheb Ambedkar Technological University, Lonere. The regulations, curricula and syllabi of all the programmes offered by the university are available on the website of institute and university as well. Evaluation process is published in the institute calendar and the dates of internal examinations are given in it. Evaluation

process is known to teachers and students. The students are well informed in advance about method of internal assessment and eligibility to appear for final examination. As per the curriculum of university two mid term / sessional examinations are conducted at internal level and the marks are allotted accordingly.

MBA program has implemented the recent reform OPEN BOOK examination of three hours. Decision making oriented questions, caselets, exercise questions, practical problems asked to solve. Students are allowed to refer secondary sources and discussion in group. Four independent question papers prepared and expected to foster reference taking, interpersonal discussion, group discussion, reasoning, logical thinking in groups, debating, leadership traits and the like. Computer laboratory practicals in different program, regular assessment is done where finally 50% marks are allocated for Internals and 50% for Externals.

Exceptionally sometimes we conduct the midterm re-exam for the absentees in case if student has participated in National and State level sports or if someone has severe medical problem.

Apart from these university related examinations, few class tests, surprise tests are also conducted to evaluate the performance of students after completion of each chapter from syllabi.

Seminars, technical paper presentation and mini-projects are introduced in the curriculum to make the academics activity based. To refine the critical thinking among students, various group discussions, debates, seminars, workshops etc., are organized in which students explore new ideas and thus enhances their performance levels.

The feedback of teachers from students is taken once in semester. Moodle based online tests are conducted for the students. Personal observation approach is followed by respective course teachers for measurement of impact of the above practices.

Observations noted are as follows:

1. Improved student understanding in domain knowledge and increase the interest in program.
2. Improved results and percentage of pass students.
3. Reduced backlogs and detention
4. Improved quality of projects
5. Improved placements and opting for higher studies.
6. Faculty members are rewarded accordingly basing on students performance.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>



## 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

### Response:

Internal assessment in college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practicals. The institute follows the regulations of Shivaji University, Kolhapur and Dr. Babasaheb Ambedkar Technological University, Lonere.

Marks for the experiments performed are displayed on the departmental notice boards within a week time of completion of the laboratory sessions. Marks obtained in all the courses are grouped and is considered for the internal examination as per the weightage mentioned in syllabus. Students scored below passing marks have an opportunity to improve their marks through re-examination. Heads of the departments are fully empowered to suggest the re-assessment of the total marks by the approval of department committee.

College organizes orientation programs to the students to make them acquainted with the rules and regulations of the affiliating university, examinations and evaluation process. Every department organizes a semester orientation program with parents in the first week after starting a new semester. Head of the departments gives the detail idea of subjects and laboratory work of the semester to the students. College handbooks are given to the students after the orientation program and college website link is also provided accordingly.

Institute is very alert to make evaluation process more transparent. To make the evaluation process more transparent, the Institute has a separate examination cell for conducting university and internal examination. Class assignments and surprise tests are conducted by the teachers at internal level to have continuous evaluation of the learning by students. After evaluation, answer sheets are returned to students to understand the scope for improvement. Sometimes through question and answer session teacher can examine the level of understanding about the taught subject. For evaluating a student's performance written test, home assignments, periodical quizzes, laboratory work, term paper, seminar or any other assignment that the instructor considers necessary for assessing the student's performance. Failed students have liberty to examine their assessed answersheet. After finalization of score sheet his/her signature is taken on related document of the assigned marks before forwarding it to the university. Thus the students are aware of internal score.

The Head of the concerned department will convene a meeting of the faculty within a week to endorse the results. The results are forwarded to the academic in charge for necessary action. Moreover, the parents of every student are informed about the result of internal examination and they are called to meet personally Head of the institute about the academic performance.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

#### Response:

Examination related grievances are handled by the examination coordinator to make it time bound & transparent. Mid examination / sessional examination answer scripts are distributed to the students as regard to total checking and for clarifications if any. The marks awarded for the these examinations which constitute the internal assessment component are displayed on the examination section notice board. The exam section displays the evaluation report by cross checking the statement of marks as submitted by the respective faculty member of the department.

1) Student approaches to mentor for the clarifications related to internal marks, midterm's marks & other if any. This issue to be perceived by the mentor in a time bound of six days. Mentor verifies the same issue with the department and examination section.

2) Grievances related to the university external examinations are addressed by examination coordinator and concerned university. Examination department do correspondence or telephonic communication with university to resolve the following grievances by students with a quick response.

1. Hall ticket not received from University.
2. Student does not received seat number.
3. The University result of particular student is not declared along with other students.
4. Accepting and sending the examination forms to university in time.
5. Guidance to apply for photo copy of answersheet.
6. Applying for rechecking.
7. Online submission of forms
8. Wrongly typed / Spelling mistakes in name, father's name, mothers name on hall ticket and marksheets as well.
9. Result is not displayed on website.
10. Internal marks are not displayed on marksheet.
11. Passed result remarked as failed etc. similar like technical and non technical issues solved through telephonic conversation with examination department of university. Most of the grievances solved through telephonic conversation or written correspondence with respective universities as if required.
12. In case, for students of Final year if results are not declared within stipulated time so that they could not able to apply for admission to higher education or job, institute will help and contact authorities accordingly.

Institute independent examination centre perform various responsibilities with lot of care and cautious to make examination system effective Supervisors are chosen to supervise examination of other programs. Internal squad system is also conducted in the institution during the examination.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

For effective curriculum and well planning in advance, Shivaji University, Kolhapur and Dr. Babasaheb Ambedkar Technological University, Lonere publishes academic calendar every year before the commencement of new academic session. The internal exams are conducted according to the scheduled time. Academic incharge of the institute prepares academic calendar in consultation with head of department and approved by Principal. The calendar outlines the semester class work schedule along with various co-curricular and extracurricular activities. The head of department finalizes the course allocation for the faculty based on their specialization. The faculty members prepare the lesson plan before the commencement of semester, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by head of the department and approved by the Principal. The performance of the students is assessed on a continuous basis by conducting two mid examinations per semester and sessional exams. In addition to the tests, assignments, mini-projects and quiz are also the part of continuous assessment. The evaluated answer sheets are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher for rectification any error on the spot. Teachers are well aware about the changing syllabus and pattern of syllabus designed by university. Institute sends the teachers to attend the workshop for execution of changed syllabus organized by university or other institutes. Internal submission schedule is displayed on notice board in advance where students get 10 to 15 days or week PL i.e. preparatory leave after completion of syllabus. Department heads conduct weekly faculty meetings to discuss about attendance and performance of students, syllabus status etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students**

##### Response:

We prefer following ways to communicate of Program Outcomes, Program Specific Outcome and Course Outcomes to the teachers and students.

1. **Institute Website**- program outcomes, specific outcomes and course outcomes are uploaded on institute website. Students and teachers access these outcomes from website. YTC has given separate ID and password to all the students and teachers of institute.
2. **University website syllabus copy**: -Teachers and students are accessing said outcomes from website of respective universities. These outcomes are mentioned in syllabus as an course objectives.
3. **Moodle**- List of outcomes uploaded on moodle software.
4. **Admission Prospects**- Briefing of outcomes mentioned in admission prospects.
5. **Institute Brochures**- Outline of outcomes given in institute brochure. The said brochures are given to each students and teachers.
6. **Induction Programme**- Every course conducting induction program for the new comers. This program is attended by all students and teachers of the course. Head of the departments highlight course outcomes, specific outcomes of program in their speech.
7. **Vision, Mission and Policies** talk about the crux of outcomes. Vision, Mission and policies are portrayed at the entrance of institute building.
8. **Institute Magazine**- These outcomes are briefed in the magazine through the address of President.
9. **E-mail**- Institute communicate these outcomes through e-mail.
10. **Telephonic Conversation**- Sometimes through telephonic conversation course outcomes are discussed with parents
11. **Social website**- Outcomes are reached to the students and teachers through face book.
12. **Faculty meeting**- Outcomes of program and course are discussed in faculty meeting in academic year.
13. Display on departmental **notice board**.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

The Institute observe well-defined program outcomes, program specific outcomes and course outcomes by universities and use institutes own tools to assess them.

To attainment of program outcomes, program specific outcomes and course outcomes following efforts are undertaken by institute In MBA program

1. Live cases from industry are given to the students for discussion.
2. Field Survey
3. Managers from industry are invited for guest lectures.
4. Debate Competition
5. Poster Presentation Competition

## 6. Group Discussions

To assess the fulfillment of learning objective direct and indirect assessment methods are adopted.

1. **Result analysis** is made to check the performance of students in respective subjects. Faculty wise and subject wise analysis, Number of students obtained first class with distinction, first class, second class and pass class. Number of students ranked in university examination. Comparative status of institute results with university result. Percentage of results in each subject.
2. **Faculty audit report** is prepared where self appraisal form is filled by faculty members on which remark of head of the department and Director/Principal is also taken into consideration.
3. **Continuous internal assessment by subject teachers** through personal observation, term work submission, their assessment record, assignment submission in scheduled time, attendance for internal examination and university examination. Students' individual approach identified through their overall behavior within and outside the campus. Behaviour with teachers and non teaching staff in a campus.
4. **Student' Participation-** Initiative to organize the various events and students' actual performance in competitive examinations give idea of attainment of program outcomes. Response of students in extracurricular and co-curricular activities and competition talks about their interest and impact of activities.
5. **Students exit feedback** is analyzed to understand attainment of outcomes. Where students write about what they learnt from institute, scope for improvement to institute, faculty expertise, their teaching pedagogy. Support and treatment experienced during the course. What they learnt from each stakeholder.
6. **Consultancy** – Industry requirement fulfilled by institute.
7. **Placements-** Number of reputed company's showed their interest for placement of YSPM's students. Number of student's selection through the placement.
8. **MOU's** – Number of MOUs with industry and other bodies
9. **Industry institute interaction** - meeting and discussion showed the fruitful outcome. Industry visits, tour, consultancy projects, permitted for summer training. Industry shared live problems with students and asks to study in summer project. Industry sends their executives and managers or field experts to share knowledge to the students of YSPM.
10. **Number of Guest lecturers** conducted by expertise to enlighten the students and faculty members.
11. **Alumina Feedback-** obtained in alumina meeting held every year. The number of topics are discussed in meeting like improvement in syllabus, assessment, opinion about add on courses, teaching pedagogy, additional input to the students for success and expectation from institute and teachers. It gives idea of attainment of outcomes.
12. **Percentage of students opting for higher studies**, research or going abroad for advance study.
13. **Oral feedback from external examiner** about the discipline, attendance, response, performance about the students.

End of academic year Institute's internal Inspection committee measure the attainment of Pos, PSOs and Cos.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 93.66

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 192

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 205

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.85

File Description	Document
Database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0.66

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.05	0.34	0.27	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 0.9

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.03

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 2

File Description	Document
List of research projects and funding details	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

The institution has set up incubation center at institute level.

Purpose of this centre is as follows :-

- To promote research activities of faculty members and students,
- To conduct workshops, seminars, conference for research awareness,
- To enable startup ecosystem in the Satara district, to help budding entrepreneurs for getting innovative ideas and make them able to get help from various agencies,
- To provide infrastructure for research activities and approaching to various funding agencies to support research work.

Business Incubation Centers have assumed a lot of significance as they provide an enabling environment to deal with the difficulties in the process of entrepreneurship by providing comprehensive and integrated support to the entrepreneurs, thereby reducing the new venture failure rate substantially. These Centers provide start-up businesses with a variety of services such as physical space, office equipment, business services, management guidance and an enabling environment to facilitate their development until they are capable of surviving on their own after exit from the incubator. At the macro level, they regenerate public confidence in entrepreneurship and help create an entrepreneurial environment.

#### The Incubation Centre strives to:

Nurture entrepreneurship in those people who have a passion for knowledge generation and mentoring.

Make entrepreneurially-driven communication initiatives recognized as vital for supporting the sustainability of indigenous enterprises.

#### Objective

1. To create physical infrastructure and support systems necessary for business incubation activities.
2. Services such as training or High-speed Internet access
3. Facilitate networking with professional resources, which include mentors, experts, consultants and advisors for the incubatee companies
4. Links to higher education resources.
5. Promote and facilitate knowledge creation, innovation and entrepreneurship activities
6. To provide infrastructure for research activities



7.For approaching to various funding agencies to support research work.

**Activities of Incubator are :**

- 1.To create physical infrastructure and support system necessary for business incubation activities. Services such as training, high speed internet access.
- 2.Facilitate networking with professional resources which include mentors, experts, consultants and advisors for the incubatee companies.

The institute has also taken initiative to start recognized research center in 2017. Institute has created an institutional development cell to monitor research activities of the institute. The intentions to develop the research committee are as follows:

- 1.To promote the research activities of faculty members, students and departments, by organizing workshops seminars, conferences for research awareness.
- 2.Providing the infrastructure for research activities and identification of the funding agencies to support research work and allocation of budget for research activities.
- 3.To encourage the teachers and students to participate in research activities and publish research activities and publish research papers in reputed Journals.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**

**Response: 1**

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:** Yes

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response:** Yes

File Description	Document
List of Awardees and Award details	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3 Number of Ph.D.s awarded per teacher during the last five years**

**Response:** 0.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**

**Response:** 0.88

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	13	20	11	15

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

**Response:** 0.48

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	16	6	8	4

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

Extension activities not only make the students active and energetic but also enable to harness the in-depth potential of students. It enhances knowledge in many domains, which benefits the student as well as the institute. Extension activities are good platforms both professionally and socially and promote leadership quality. It nurtures student's ability in co-operation, co-ordination, organization and lead toward leadership. Extra-curricular activities provide exposure to personality and helps in psychological and sociological transformation. Institute channelizes the energy of students with the help of extra-curricular activities so that proper realization of student's energy and potential can be ensued.

Extension activities help in realization of aims and objectives of education. In the practical life, the students are able to express their ideas freely due to active participation in debate and extempore. Discussion also helps in generating ideas and inculcating values.

Extension activities furnish many values among students. The extension activities genuinely strengthen the base of curriculum. In extra-curricular activities, creative works are given more importance, which facilitate skills and ideas of students. Adolescent stage is a period of turmoil and restlessness, where energy of students has to be tapped before its use in unproductive work. These are the activities which motivate students for learning various social issues and make them sensitive and socially responsible persons.

- **Blood donation Camp:** It creates awareness of their social responsibility which may help them to follow the ethical practices in their future life.
- **Gender Issue:** In such type of activities, students participate in various social and cultural programmes, which help them in socialization, self-identification and self-assessment. It inculcates the feelings of harmony, thus develops unity and togetherness in the society.
- **Health Fitness Camp:** It depends upon students and teachers how they imbibe these values for the better education and health of students. The extension activities genuinely strengthen the base of curriculum.
- **Tree plantation activity:-** It is responsible for creating awareness of maintaining environmental balance and also minimizing use of pollutants.
- **Grand Parents Day celebration:-** Celebrating different days with socially backward persons create a sort of responsibility between the students which help them to minimize present situations which we observe today viz. increasing no. of old age homes and like. These activities enable students to share their emotions and strengthen the bond of affection with elderly persons.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response: 5**

#### 3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.3 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 last five years

**Response:** 14

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., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	2	2	3

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 70.7

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
605	540	595	413	205

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response:** 125

##### 3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
26	37	34	25	3

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 17

##### 3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
1	6	2	3	5

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The Institute was established in the year 2011. Since then the institute has focused on developing good infrastructure which will meet the specified requirements of statutory bodies. The physical infrastructure of the institute includes classroom, seminar halls, computer centre, language laboratory, Library, reading room, workshop, canteen, playground and hostel in the campus.

- **Instructional Area: Class Room:** The institute has adequate number of class rooms to perform its academic activities. The total number of classrooms required are 28 occupying total area of 1848 sq.m., institute has 29 classrooms with area of 2306.92 sq.m. which is 458.92 sq.m. more than required.
- **Tutorial Rooms:** The Institute has 15 Tutorial rooms occupying total area of 593 sq.m. As per the statutory bodies requirements the total area of tutorial rooms should be 561 sq.m.
- **Seminar Halls:** The Institute has 07 Seminar halls occupying total area of 1178sq.m. As per the statutory bodies requirements the total area of seminar halls is 924 sq.m.
- **Laboratories:** The institute has well established all the required laboratories for all the programs as stated by statutory bodies. The total required number of laboratories are 69 occupying total area of 4743 sq.m. where the institute has 70 labs occupying total area of 5568.1 sq.m.
- **Research Labs:** The Master of Engineering & Master of Pharmacy program requires a Research laboratory of 120 sq.m. area. The same has been established in the campus which has total area of 150 sq.m.
- **Workshop:** Engineering program requires a Workshop & Additional Workshop of 1000 sq.m. area. The same has been established in the campus which has total area of 1050 sq.m.
- **Drawing Hall:** Engineering program requires a drawing hall of 132 sq.m. area. The same has been established in the campus which has total area of 195.75 sq.m
- **Animal House:** The animal house has developed by the institution of 150 sq.m. which should be of 75 sq.m. as per the requirements mentioned by the statutory bodies. Animal house is necessary for pharmacy students to carry out their research work.
- **Computer Centre:** The institute has well established computer centre of area 200 sq.m., which has 95 computers. The computer centre is common for all the programs and can be used by the students for the purpose of completing their academic activities. The sharing resources are used as per their requirement and availability.
- **Library & Reading Room:** The physical infrastructure of institute also includes library & Reading room which occupies 620.10 sq.m of total area. The requirement of library & reading room is of 600 sq.m. as per the AICTE norms.

The common infrastructure facilities including amenities can be used for all the programs depending upon their availability and requirement. The classrooms, laboratories and workshops are open for the students and faculties around the clock to fulfill the academic need.

The total Instructional area is 12468.12 sq.m, Administrative area is 1875.47 sq.m., Amenities area



1021.68 sq.m. an Circulation area is 4871.158 sq.m. like total area which is covered by three buildings of Pharmacy, Engineering and Workshop is 20236.43 sq.m.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

The institute with its regular academic activities keeps more emphasis on co-curricular and extracurricular activities. A sports ground of total 4000 sq.m area is available for outdoor games, The sports room is available for playing indoor games, yoga and meditation, A gymnasium hall (separate for girls and boys) is available which remains open for the students at all the time. The institute has National social services cell, Vishakha cell (women empowerment cell), health and hygiene facilities are available for students and staff. The institute also has all the required sports material in good condition and in good number. Regular sports activities are organized by the campus including inter college, University level and National level sports.

- **Sports:** (Outdoor) Playground Area: 4000 sq.m Year of establishment: 2011 User Rate : Daily

The institute has well established playground for playing outdoor games which is spread in the area of 4,000 sq.m. The ground is surrounded by wall and trees. The various outdoor games which are played on the ground includes team games like Cricket, Baseball, Badminton, Basketball, Kabaddi, Kho-Kho, Volley ball, Throw ball. Athletics games which are played on the ground includes long jump, 100 mtr running, Javelin thru, Shot put.

- **Sports:** (Indoor) Sports Room Area: 300 Sq.m. Year of establishment: 2012 User Rate : Daily

The institute has sports room where the indoor games can be played. Games like Carom, Chess Table tennis are played in the sports room. The institute has made available all the required sports Equipments and material for the same.

- **Gymnasium:** The institute has well equipped Gymnasium for Girls and Boys Separately. The gymnasium has variety of Equipments Abdominal Bench, Barbells, Bench Press, Cables and Pulleys, Calf Machine, Dipping Bars, Dumb Bells, Hammer Strength Machine, Hyper Extension Bench, Incline, Bench Press, Leg Abduction Machine, Leg Extension Machine, Leg Press Machine, Pull Up Bar etc. The gymnasium hall aims at maintaining students physically stronger. The total area occupied by Boy's gymnasium hall is 200 sq.m. where the girls gymnasium hall is spread in 100 sq.m area.
- **Yoga Centre:** The institute has also made available Yoga and meditation centre recognizing the importance of mental peace in students' life. The yoga and meditation centre has occupied 75 Sq.m. areas. The centre is helping out the student to enhance their core values, Concentration and

mind building aids.

- **Cultural Activities:** The institute has good emphasis over the cultural activities as well. The cultural activities cell conducts various activities which includes Independence Day celebration, Republic Day celebration, Gandhi Jayanti, Orientation program for first year students, Annual social gathering, Prize distribution, Pharmaceutics day, Foundation day, Engineers day. The activities are carried out in the Auditorium and seminar halls, along with these a stage covering area of 200 sq.m. is available in engineering building.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 47.06

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 77.25

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
261.50	363.09	337.17	338.08	389.60

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

- *Name of the ILMS software* : *Autolib Library Management Software*
- *Nature of automation (fully or partially)* : *fully*
- *Version* : *AutolibNG*
- *Year of automation* : *2011*

#### Description of library Software:

The institute has AutoLib library management software which is advanced integrated Library automation management software, designed and developed by a team of Library & Information Science specialists, database designers, software developers and network specialists.

AutoLib software is fully integrated, versatile, user-friendly, cost-effective and multi-user Library automation software. It is WEB enabled for Intranet and Internet environments, incorporating latest IT/WEB tools and techniques and adheres to many international standards.

#### Salient Features of Library Management Software

The software offers variety of services with the following features:

Easy to use /data entry made simple, Handles lakhs of records more efficiently, Customizable data entry screen, Multimedia interface, Simple and fast counter transactions, Book ordering and serial control made simple, Sorting/printing large number of reports/ statistics in any desired order and export into different file formats (Excel/Word/ASCII), Global update of field values, due date, GUI interface/ Client/server architecture, Supports TCP/IP protocol for networking

Powerful search ( Boolean Query Builder) facility, SDI,CAS and online diary facilities

WEB interface to search various databases, Allows networking of libraries for sharing resources and exchange of data, Cataloguing as per international standards, Display/printing of records in AACR/MARC/CCF/Dublin Core formats/standards, Export and import of data as per ISO 2709

Tracking users movement in the library, Interface to barcode scanners/printers/data capturing unit/smart card/bio-metrics, Online stock verification support, Auto due reminder to users mailbox/E-mail,

Transaction alerts through SMS.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

##### Response:

Yashoda Technical Campus is an integrated campus with highly enriched central library. It has good collection of books and also it is utilized by the students; as not necessarily all students afford to purchase books. In addition to the books required for academics, library has quite excellent collection of rare books. The moto behind the collection of these rare books and manuscript is to get students acquainted with additional knowledge. With the help of these material they can avail the facility of contents beyond syllabus. Reading of these rare books also helps them in developing personanlity and raises the ability of thinking. Some books on Civil Services Examinations, MPSC Entrance Examination RTO, UGC, NET etc. are useful for preparation of competitive examinations. This helps in getting them the knowledge which is for examinations like UPSC, MPSC, GATE and GAPT. Few historical books are there like Bhartiy Sanvidhan V Bhartiy Rajkaran Bhag: 1, Bhartiy Itihas Prachin Te Arvachin etc. highlights the stories of braveness and courage of freedom fighters. Some Pharmacopoeias and encyclopedia helps the students in getting the information about drugs and medicines which are used for some rare diseases and also some details of orphan drugs are available in these. Apart from this, the library has collection of some special reports and projects of the students. Postgraduate student after completion of their project need to submit one copy to the library. Not all data related to project outcome is available with other resources. Student can get the idea of research which is feasible at our institute and thus it motivates them to proceed for research. Moreover, they can communicate regarding those projects with alumin of the institute. The wide collection of these reports and manuscript will enrich the knowledge.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 10.55

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
3.68	6.45	14.54	17.32	10.74

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.6 Percentage per day usage of library by teachers and students****Response:** 30.34**4.2.6.1 Average number of teachers and students using library per day over last one year****Response:** 240

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

- **Internet Facilities :** The institutes have excellent facility for accessing internet. The internet can be accessed from each division, library, and hostel by faculty and students. Every student is provided one computer for use during the course period. It provides ample opportunity to explore internet resources, other programs for academic research and training activities. The institute has excellent IT infrastructure. The internet connection is being provided with ratio 1:1 with 50 mbps speed. The same is covered by an alternate link of 50 mbps broadband. Initially when the institution was started the lease connection was with bandwidth of 10 mbps. The same was updated to 15 mbps in the year 2015 and is updated to 50 mbps in the year 2016.
- **Wi-Fi Facility :** An authenticate Wi-Fi connectivity is available in the institute where the Unique ID and Password for the access of Wi-Fi is provided to the student and staff of the institute. After implementation of Firewall in the infrastructure, the access is restricted to the authenticate users only. Initially this facility was not available.
- **Computers :** The institute has adequate number of computers as specified by the statutory authorities. The total number of computers available at the institute is 553. Which are configured with Core 2 Deu and Dual core Processors, 2GB RAM and 500GB Hard disk. Initially in the year 2011 when the institute established the processors used in the computer was core 2 deu. Later in the year 2012, dual core processor was get into the computer machines. Presently the institute has dual core processor on more than 500 computers. The institute is optimistic as far as the infrastructural up-gradation is concerned. The institute intends to upgrade the PC's with latest configurations available. The institute intends to replace the non- functional parts with new parts. Non-working computer hardware components are used as models to demonstrate in the practical classes.
- **Power Back-up Facility:** Nearly 105 KVA UPS facility is provided to avoid breakdown of work due to Power break. The power break up was one of the biggest problems before the installation of UPS system.
- **LAN /WAN Facility :** The institute has well-connected LAN facility which is a hybrid LAN in terms of wired connectivity with star topology. The speed for LAN is 100 mbps, with which all the departments, central library, administrative office, all laboratories and hostel. At the time of establishment the LAN facility was provided with BUS topology which later replaced with star

topology.

- **Firewall:** The IT infrastructure of the institution is protected with 'seqrite terminator firewall'. which manages bandwidth, filters web pages and restricts unauthorized access. Initially the network was managed using routers, which later replaced with firewall.
- **CCTV Surveillance :** The institute in its IT infrastructure has installed CCTV surveillance in the year 2014-15. Initially there was analog cameras, which later updated with network HD cameras. The sensitive areas like Girls hostel, Reading Room, Library, and Corridor are covered with the CCTV surveillance.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 1.23

File Description	Document
Student - Computer ratio	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

<b>Response:</b> Yes	
<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

<b>4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</b>				
<b>Response:</b> 2.78				
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)				
2016-17	2015-16	2014-15	2013-14	2012-13
6.61	20.58	14.63	13.22	8.06
<b>File Description</b>		<b>Document</b>		
Details about assigned budget and expenditure on physical facilities and academic facilities		<a href="#">View Document</a>		
Audited statements of accounts.		<a href="#">View Document</a>		

#### 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.

##### **Response:**

We have a centralized maintenance department for the entire campus with full time salaried employees and the expenditure is a part of income-expenditure account.

- **Infrastructure:** All complaints and recommendations registered are being checked and processed by the office of the Registrar with the approval of Director to ensure proper functioning and improvement of the equipment and other facilities under annual maintenance are as follows:

- |                    |                            |
|--------------------|----------------------------|
| a) Generator & UPS | b) RO+UV Water Purifiers   |
| c) Water Coolers   | d) Reprographic Facilities |



## e) Fire extinguishers

- **Equipment:** During departmental meeting, feedbacks are being taken about infrastructure, facilities and equipment of the laboratory. Every week all the labs and facility of the department checked for smooth conduction of the laboratory classes. Mentors also take feedback from students about their class rooms and laboratories. Each lab has a dedicated lab in-charge who is mainly responsible to look after the particular lab under his/her domain.
- The calibration of the equipment's and other precision measures are checked and carried out by the internal experts at least once in a semester and external agencies are called as per requirement.
- Sophisticated equipment's are maintained with the proper safety provisions in all the laboratories and offices by the respective in-charges. The power is distributed with properly to all the laboratories, class rooms, offices etc. from main control board via sub control board which is having advanced circuit breakers to ensure safe and secure power supply. The institute electrician and the supporting staff are taking care of electrical equipment's and their maintenance. The water source is provided by submersible pumps ensuring the constant supply of water to the institute campus.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 66.81

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
453	554	577	399	227

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 15.13

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
100	173	183	44	34

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.3 Number of capability enhancement and development schemes –**

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 19.05

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
212	234	275	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 8.53

#### 5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
70	208	45	0	0

File Description	Document
Details of the students benefited by VET	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 55.76

#### 5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
72	109	102	65	13

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 9.18

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 18

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 59.91

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	4	4	1	1

#### 5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	44	12	1	1

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

**Response: 1**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

#### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

**Response:**

A Student Council is a representative for students only, through which they can be involved in the affairs of the institute. Student council is a group of students elected / nominated by students to participate in designated administrative bodies of college. The student council is constituted as per Maharashtra university act 2016 for the establishment of student councils intending them to play an integral and

important role in the college community. The roles and responsibilities of student council are defined in the act. Student council identifies the leadership qualities within the students. Council members are the interface between the students and the administration and work together to identify and address concerns that affect the students directly and indirectly. Being the representatives of all students, they bridge between the students and college authorities. Student council provides a representative structure through which students can raise issues of concern and undertake initiatives for the benefit to the institute and the wider community. The constitution of council includes President, General Secretary, Sports secretary, Magazine secretary and various class representatives. The council is working under the supervision of teaching staff members and in turn the head of institution. The council members bring ideas, request and feedback to meetings and a democratic process is used to give students a voice and make decisions in creating a year long calendar.

Apart from the various academic activities the educational institute is conducting extracurricular and sports activities for the overall development of students. The planning and execution of all these activities are done by the council members in concern with all the students. Student council is actively involved in various events like annual sports and gathering, one day workshops, training events, etc. They work with the institute administrative statutory committees, parent organizations, student body and local community to decide and approve projects on initiatives for the institute, students and community.

Along with these in campus activities, those are funded by the institute, few activities like National Service Scheme (NSS), and lead College activity from Shivaji University, Kolhapur funding are also collected by students' council. These are the activities where students involved in social and health care system for the upliftment of society.

Students are actively participated in various committees like wall magazine, grievance redressal, internal complaint, and anti-ragging committee.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 0

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

Yashoda technical campus was started in 2011 with the goal of providing technical education to the students especially from rural area. Since not so many batches have passed, the alumni association is in budding stage. We are in the process of registration from the completion of graduation of first batch and got registered and established in April 2017 with registration no. *maha/16011/satara*. Yashoda Technical Campus Alumni Association, Satara (YTCAAS) creates and maintains a life-long connection between the Institute and its 1000+ alumni. In collaboration with an extremely dedicated volunteer board of directors, the Alumni Association works to connect alumni, support students and build an unforgettable Institute experience through a diversity of events, programming and services. Prior to registration, the college has conducted alumni meet in 2016-17. The mission of the Association is to foster strong bonds between alumni, students and the Institute, to keep alumni informed, and create a network enabling them to remain engaged with their alma mater and help shape its future through the Association's programmes and services.

Sine the time of completing the course, the students are in contact with the faculty and staff members. The affection shown by the students towards the institute / campus is helpful in curriculum development. An appreciation memento is given to the alumni who visit our campus to give guest lectures. During various college activities, the alumni visit the campus voluntarily and participate in seminars, workshops, and technical events that showcase their skills and accomplishments, and take advantage of opportunities to meet specialists and eminent captains of industry. The focus is on innovations originating in Science and Technology and the event showcases selected novel ideas in practice, and provides a platform for the innovators to disseminate their ideas to a wider and well-connected audience.

Some of the initiatives taken by alumni association for the development and creating the job opportunities for the students of last year include formation of an entrepreneur cell, an alumni placement cell for getting better job, higher studies cell, social services cell and a project cell to guide for innovative projects.

Its our privilege that some of the alumni graduates of our institute, are get admitted to the post graduate course in the campus and later they are rendering their services and contribution for the development of campus. Activities of the Association are not just limited to the campus, and there are thriving city chapters that organize events all over the country and can provide opportunities to renew old friendships and start new ones. YTCAAS planned student scholarship program for the students who enter YTC, there are many from the socially and economically challenged segments of society, who cannot get any-or-enough-



financial aid, including loans or scholarship money. YTCAS designed the Alumni Awards program recognizes the best of the best, alumni who are doing wonderful things and making an impact daily in their companies, communities, and for Yashoda Technical Campus, Satara.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** 3 Lakhs - 4 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 3

##### 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

**Vision:**

Yashoda Technical Campus aspires to be a role model for institutional excellence and to emerge as a Leader in Technical & Management Education and Research by providing value based Quality education with World class infrastructure and strengthening strategic linkage with Industry, Premier Institutions and thereby fostering excellence in teaching, research and community service to meet educational, social and economic needs of the region and the nation to create human society.

**Mission:**

- (i) To provide opportunities to students and faculty to acquire higher qualification and experience with continuous learning opportunities.
- (ii) To impart quality education by implementing state-of-the-art teaching learning methods to enrich the academic competency, credibility and integrity of the students.
- (iii) To empower the students with current knowledge, skills and right attitude in order to meet the challenges of future & to develop competence towards serving the ever changing needs of Industry and Society.
- (iv) To create and maintain a vibrant research environment to promote excellence in research and extension activities.

*The distinctive characteristics of the Institute are defined in the mission as follows-*

Institute is taking continuous efforts to make students competent; credible by implementing the concept like Programme Based learning (PBL), Value Addition Programme (VAP) and ICT based teaching and providing them with knowledge through dynamic and flexible teaching methods. It is also inculcating integrity among students by conducting team building activities like Group Discussion, Debate etc. The faculty is sponsored to visit industries and research centers to update themselves on these issues. It works directly towards achievement of vision. and also for the development of professionalization especially Training and Placement (T&P) Cell arranges training programmes by eminent experts. Institute arranges number of events like innovation, project competition, Tech fest etc. for improvement, exposure and innovative. The Institute follows some cultural traditions, annual social gathering and academic traditions. The Institute organizes spiritual programs and programs based on social issues periodically (such as blood donation camps) for human value orientation of the students and staff. The institute also conducts various social awareness programmes and also serves the society by organizing NSS camps etc. and also contributes its share by conducting tree plantation, Clean India movement etc. for development of ethics, the institute organizes sessions on development of soft skills.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 6.1.2 The institution practices decentralization and participative management

#### Response:

Decentralization is taken care of by authority delegation through the mechanism of *Principal, HODs* in different faculty and streams. The institute provides autonomy to every department and works towards decentralized governance system. The management believes in empowerment to achieve stated objectives. The Management gives sufficient freedom to the Principal, who is the academic head of the institution to function in order to fulfill the vision and mission of the institution. The responsibility of each department is given to its respective *Head*, who looks after overall coordination of that department in concern with Principal. The Head of the department regularly conducts staff meeting and monitor the functioning of their respective departments. Each class has appointed *Class Teacher* who administers overall performance with the help of different faculty members; the class teacher conducts regular meetings with the subject teacher. Class teacher is bestowed with responsibility to take necessary efforts to improve the overall performance of the class.

#### *Participative Management:*

The Management is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process. The Principal and Head of the Departments discuss the needs, problems and suggestions to improve the educational quality and infra-structure improvements and convey it to the management for further action. Every semester department-wise parents' meet is conducted. Various proposed plans regarding the development of students are discussed with parents for the betterment of students. The department involves the faculty members to participate voluntarily in every work including the preparation of NAAC report. The students' feedback is taken into consideration to modification and improvement in system.

#### *Case Study*

A complaint was made to the principal that few students created nuisance in the college library, disturbing those who study there. A serious note of complaint was taken by the principal and a meeting of all department heads was convened to discuss the issue. In the meeting various ways to tackle the situation were discussed and a common solution was reached. The solution was that each teacher in every department was slotted for an hour to be present in library to monitor the situation & prevent anyone from creating any nuisance and those student involved were strictly warned of an action if they would involve in such action in future. Now every teacher as per schedule monitors the library and prevents anyone from creating any nuisance in the library.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The institute has a training and placement cell which works hard to promote industry institute interaction for the value addition of students and faculty as well. The cell had made various plans related to industry interaction for industrial trainings of students, Memorandum of understanding, entrepreneurship development, social awareness, healthy work environment at the institute, etc.

*The example of implementation of strategy plan is as follows:*

The institute has an MOU with “Technobuzz Dies and Moulds”. This company is located in MIDC, Satara which manufactures dies and moulds. They are active in field of manufacturing foundry patterns, injection moulding and dies and patterns for various industries. They also manufacture cylinder dies, two wheeler cylinder moulds. Technobuzz industry consists of various highly accurate machines for manufacturing above mentioned products. The machineries used for this purpose are Vertical milling machine, Electro discharge machine, Horizontal milling machine, lathe machine, radial drilling machine. They use Delcam software for designing purpose. They also have various measuring instruments like vernier calliper, height gauge, slip gauges, GO-NO GO (snap) gauge, screw gauge, etc.

The objective of this MOU is to promote and enhance mutual exchange of information and technological applications, trainings, sponsored projects for students. MOUs have benefited industry and institute by sharing knowledge and capability in the concern areas for mutual benefit and thus increase the interaction between institute and industry. Considering the recent effect of this MOU, in the academic year 2016-17, **seven students** of Mechanical Engineering Department undertook in-plant training at Technobuzz Dies and Moulds.

This industrial training helped student to bridge the gap between theoretical and practical aspects. Students became aware of the assembling of various products with removal of additives. The students obtained knowledge about the machine specifications, its applicability, flexibility, reliability. They also learned how to use the machines, the programming (G-code, M-code) of an operation to obtain the end product. The students used various measuring instruments and were able to relate the theoretical knowledge they had with the practical proceedings. They learned various inspection rules, use of colour codes. The students were also introduced to Delcam software.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

**6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**

<b>President</b>						
<b>Vice-President</b>						
<b>Director</b>						
<b>Academics</b>		<b>Placement</b>		<b>Administration</b>		
<b>Associate Director</b>		<b>Training &amp; Placement</b>		<b>Registrar</b>		
<b>Departmental HOD</b>		<b>Departmental</b>		<b>Dy. Registrar</b>		
<b>Teaching Staff</b>	<b>Non-Teaching Staff</b>	<b>T &amp; P</b>	<b>Maintenance</b>	<b>Establishment</b>	<b>Accounts</b>	<b>Student Section</b>
<b>Supporting Staff</b>			<b>Maintenance Manager /</b>	<b>O.S.</b>	<b>Accounts Officer</b>	<b>Head Clerk</b>
			<b>Hostel Rector</b>	<b>Clerk</b>	<b>Clerk / Cashier</b>	<b>Clerk</b>
			<b>Supervisor</b>	<b>Supporting Staff</b>	<b>Supporting Staff</b>	<b>Supporting Staff</b>

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** A. All 5 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

For smooth functioning and progressive development of the campus, several central committees are working. The regular meetings in order to resolve the grievances associated are conducted. For the assessment of quality and timely evaluation, the IQAC is working. The IQAC was formed on 08/06/2016. The IQAC composed of Director, Associate Director, Registrar, Head of Dept. & Chairman of IQAC. The first meeting IQAC meeting was held in June 2016 under the chairmanship of Director. The director instructed every IQAC member to help other teachers and students to develop and enrich curriculum. With the help of this extra unit, students can develop their creativity and energy. This will enable students to

develop their personality and commitment to learning and capacity- building. Apart from this, campus also has several different core committees including Ant ragging, Library and Grievaiance Redressal Committee. Ant ragging committee looks into various aspects of ragging, means and methods to prevent it, possible action that can be taken against those who involve in it, and action against offenders in the event of ragging. Whatever the complaints are there resolved with-in 2-3 days. The Library Committee involves in purchasing the books and magazines periodically to fulfill the requirements as per norms. It also discussed further developments in the library and solves the issues and problems raised by the students and staff members. It takes care of up gradation in the library in order to tune with the technology. In the the Grievaiance Redresal Committee complaints about salary, overtime, leave, promotion, seniority, work assignment and reasonable orders, working conditions and interpretation of service agreement, etc., shall be made by the employee to the Employer, through proper channel consisting of the HOD/Section. It will be the duty of concerned authority to enquire or pass on the complain grievance to his Higher authority for disposal as per norms.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

##### *Welfare for Teaching Staff-*

The Institute supports financially to faculty for attending workshops, conferences, seminars & for the paper publication etc. It also provides on duty leave for all those purpose. The institute deputing faculty on duty leaves for the higher studies and various research activities. The institute organizes in- house faculty development programs, administrative skills development programs, value based programs, and teaching-learning courses to enhance professionalism by utilizing the resources available within the campus. There is a transportation facility for staff. A provision for advance payment facility in case of medical emergency for staff members and also for maternity in case of females Allowances are provided to the staff for the campaigning purpose. EPF is provided for members having salary less than 15000. There are 15 Casual leaves in addition to medical leaves. A provision of leave on alternate holiday gives an added benefit to faulty. Moreover, staff members are permissible to leave half an hour before thrice in a month subjected to emergency with due permission of head of institute.

##### *Welfare for Non-Teaching Staff-*

Uniforms are provided to all security staff. 12.5% fees concession for children's of Non- Teaching Yashoda Shikshan Sanstha. Transport facility for staff. EPF is provided for members having salary less than 15000. In some cases festival bonus / advance is provided to economically poor non teaching faculty. Compensatory off is given to staff worked on holidays/ Sunday.



File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

**Response:** 11.42

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	09	20	08	01

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	<a href="#">View Document</a>

### 6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

**Response:** 4.2

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	13	5	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 37.38

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
111	85	07	0	0

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

As a process of appraisal, performance, every year confidential reports are generated for every faculty member. A questionnaire based on Academic Performance Index for self appraisal has been implemented from 2015-16 this is based on the suggestions of UGC for enlighten the efficiency

#### I. Performance appraisal system of the teaching staff

- *Category I:* Teaching, Learning and Evaluation Related Activities includes Lectures, Seminars, Tutorials, Practical, Contact Hours undertaken as percentage of lectures allocated and other teaching duties in excess of the AICTE norms. Preparation and imparting of knowledge/instruction as per curriculum: Syllabus enrichment by providing additional resources to students.
- *Category II:* Co-Curricular, Extension, and Student Development Related Activities Student related co-curricular, extension and field based activities like NSS and other channels, cultural activities, subject related events, advisement and counseling. Examination related duties-Internal/External (University).
- *Category III:* Research and Academic Contributions Based on the teacher's self assessment, scores are proposed for research and academic contributions. Teachers from this category are different for different levels of promotion and between university and Institutions. The self assessment score will be based on verifiable criteria and will be finalized by screening/selection Cell.
- *Category IV:* Students' Feedback

Total score 10 minimum score required 06 once this part is filled, the respective faculty goes through the feedback given by their head of the department and finally signs beneath the second part as an indication of acceptance. The second part is filled by the respective heads of the department which is kept confidential and not revealed to the faculty. In the third part the Director expresses agreement or disagreement with the

overall assessment of the Head of the Department.

## II. Performance appraisal system of the non teaching staff

Annual assessment for the performance based appraisal system is adopted as per guidelines by Government of Maharashtra. Hence it is ensured that information on multiple activities is appropriately captured. The information includes-

Self appraisal: General information and academic background, courses/training programs attended/ notable achievements during the year.

Appraisal by reviewing officer: Performance in Technical work and administration related activities, Co curricular, extension, academic contributions, general conduct and qualities. Increments and Incentives are given in order to encourage the Non-Teaching Staff members.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The campus has a mechanism for internal and external audit. It is having qualified practicing Chartered Accountant who audits the accounts of the Institution regularly as per the Government rules. After the audit, the report is sent to the management for review. In addition to this, the institution is having consultants to give opinion on taxation and legal issues. It includes salary and remunerations, printing stationary and advertisement expenses library expenses, regulatory expenses, student's development fund, administrative and miscellaneous expenses, academic expenses, other/non planed expenses etc.

#### Internal Audit

The institute has separate account section which conducts internal audit. Accordingly, every expense voucher is recommended by the head of the department and approved by the Principal/Director. All vouchers are audited by an Internal Auditor on a routine basis. Internal audit is carried out quarterly. This audit includes audits of variation in student's fees and exam remuneration etc. Internal auditing is a continuous process of appraisal of an organization's operations and evaluation and monitoring of risk management, reporting, and control practices. It is an independent and objective oriented assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization to accomplish its objectives by bringing in systematic and disciplined approach to evaluate and improve the effectiveness of the operations of an organization in totality.

#### External Audit

The qualified practicing Chartered Accountant is appointed by the college which performs an audit of the financial statements of the college. External audit is carried out yearly. This audit includes bank accounts, vouchers and ledger. The financial records of the college are audited after the end of each year and certified. Last audit was done on June 2016-17.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

**Response:** 3.16

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.83	0.57	0.13	0.15	0.48

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

#### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

**Response:**

The principal sources of funds for the college are allotment from the state government under various schemes, development fees collected from the students and fees collected from the students enrolled in the courses run under self financing scheme. The allotments received from the state government are also under special heads and they are spent for the purposes they are meant. The institution has at its disposal the funds collected from the students and from the students of the self financing courses. These funds are made use of for the various needs that come up from time to time. The college does not get sufficient fund from the state government for the maintenance of the college therefore this funds is very useful for the college. The chief deficiency of the college is the non-fulfillment of the various teaching and non teaching posts.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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

#### Response:

The Institute has established the Internal Quality Assurance Cell in the year 2016 with the following composition: Director, Associate Director, Registrar, Head of Dept. & Chairman of IQAC. The Institutional policy with regard to quality assurance is maintaining the quality in academics as well as in administrative systems by fixing a framework structure and quality parameters and documenting various activities conducted for improving quality and reviewing the effectiveness of those activities. IQAC is main academic body for monitoring and controlling the various activities planned as per academic calendar. For maintaining the quality of academic processes, the actions taken are- preparation of academic calendar, execution of the academic plan through close monitoring by academic co coordinators, continuous up gradation of teaching resources, library resources and monitoring of the students. For maintaining quality of administrative systems, The actions taken are- Computerization of administrative office, grouping the various administrative tasks and giving responsibilities in following manner- Finance and account operations are given to accountants, The matters concern with establishment section are handled by separate person, University examinations and related tasks are assigned to separate person, AICTE reports and DTE compliances and related correspondences re given to administrative officer, Lab assistant for lab maintenance, peons for sanitation etc. In this way the quality assurance processes are conducted. IQAC plays vital role in faculty training in the use of advanced teaching methods, use of multimedia and the evaluation of student feedback, effective counseling to the staff, internal and external audits etc.

*Best Practice 1:* IQAC has designed various standard formats required for effective documentation of various programs and academic activities of all the departments and Institute leading to quality improvement and reviewing their effectiveness in quality. Formats includes- Student feedback form, Faculty feedback form, Alumni feedback form, academic calendar, academic planning, academic review and progress monitoring, annual report format, competitive exam records, Details of publications by faculty, student attendance, guest lecture records, invitations and thanks giving letters, leave policy, list of documents required for office, list of documents maintained in departments, meeting register, mentor handbook, MOU details, record of co-curricular activities, record of staff received awards , report of industrial visits, teaching files, test mark report etc. The main objective of all these formats prepared of IQAC is to maintain the record of every activity.

*Best Practice 2:* IQAC has contributed to effective implementation of Modular Object-Oriented Dynamic Learning Environment (MOODLE) software from January 2017 throughout the college. In this, free open source course management system designed using sound pedagogical principles, to help educators create effective online learning communities. Benefits of the software are: All information is available at finger tips and no information hunting is needed. It gives ease for administrators. For the effective

implementation of Moodle, Institute had arranged a one day workshop on “ICT based education using Moodle”. In this workshop, major points discussed are-

Resource person Prof. S.A. Thorat has given demonstration of installation of moodle server on windows 7. All the participants have successfully installed moodle server on their machine. Resource person Prof. Sagar Sawant has demonstrated how to use moodle in which following activities were taught. How to create categories, courses? How to upload resource material, question bank, Quiz? Using Moodle, staff share resources with students such as ppt., e-books, ISE Plans, Course Plans, Notices, Announcements, Audio, Videos, PDF's, Images, Designs, Software's, Links, Assignment submissions, Online Quizzes, Discussion forums Calendar , digital library -: Syllabus, Timetables, Thesis reports etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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

#### Response:

The following methods are considered for formulating the policies of teaching learning process- The feedback of all the students for all the subjects are taken twice in a semester. Feedbacks are analyzed and evaluated. The feedback form mainly focuses on the communication, presentation, skill, knowledge of faculty and methods of teaching etc. Every teacher is provided the result of feedback analysis for making necessary corrections in their teaching. Academic coordinators also receive feedback by interacting with students. The quality of course files, assignments prepared by the faculty are assessed by the academic coordinators and suitable suggestions are given to faculty for improving the quality of course materials. Self appraisals are taken from the faculty at the end of every academic year and their performance is evaluated. Based on the evaluation report, faculty is counseled and their annual increments area sanctioned.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

#### 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** C. Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

#### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

**Response:**

The institute has world class infrastructure for smooth conduct of educational functions. The institute has adequate laboratories equipped with regular and special purpose equipments, instruments, computers and

softwares. The classrooms are provided with audio visual aids along with internet connectivity. It provides a conducive ambience to foster learning and nurtures the quest for knowledge. Library provides open access to students and the faculty members. It has reference books, text books, periodicals, news papers, magazines and other relevant resources.

The computer labs are equipped with the latest computers connected through Local Area Network (LAN). Value added services like intranet, 24x7 Wi-Fi connectivity and audio –visual aids, video conferencing, email, file transfer protocol.

Ample sport facilities for all round development of the students are available within the campus. There are spacious play grounds for outdoor games like cricket, volleyball, basketball. Facility for indoor games like chess, carom, table tennis and badminton is also made available. In addition, well equipped gymnasium is accessible to one and all.

The institute has centralized administrative office and separate accounts section to facilitate smooth and efficient services to students and carry out administrative and accounting functions.

The lawns and gardens are well maintained. The campus is surrounded by a wide range of trees and plants thus creating an ideal ambience for teaching learning. YTC has separate hostel buildings for boys and girls. Extreme care is taken in maintaining and regulating facilities to ensure utmost convenience. All floors in hostel have internet access. The hostels have separate recreation facility for students with LCD TV. The house keeping staff makes sure that the hostel rooms, corridors and rest rooms are kept neat and clean. Students are offered hygienic and healthy food in the spacious food court. Variety of food items and snacks are made available in the canteen having a seating capacity of more than 200 seats. The institute has its own fleet of buses and the transportation facility is made available to students and staff to commute from nearby places in the radius of 50 km at reasonable cost. This ensures timely and safe pick up and drop facility to students and staff.



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 12

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
04	2	2	02	02

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

For the Security of College the institutes has installed CCTV camera at different location in the campus and College and continuous Monitoring is done by the security guard and system admin. The report of the same is been submitted to the higher authority on regular basis. The security camera are installed at different location such as parking, principal cabin, exam control room, corridors, class room, seminar hall and girls hostel. The total numbers of cameras in the campus are 50 with a range of 30 meters; deviation of the camera is 180o

In campus for counseling of the students separate counseling rooms are established. Full time professional counselor is appointed to help students manage difficulties at college, personal or family levels, which may interfere with their academic and social life. Individual or group counseling related to behavioral issues is provided to students. Counseling is provided for issues like self-esteem, interpersonal relationship, cultural difference, alcohol & drugs, depression, academic issues like study skills, time management, examination anxiety, coping up issues, poor academic performance and communication with teachers. In addition, class

teacher/batch guardian as a counselor, tries to understand students' academic and personal problems, and guides them for improving their academic performance as well as their personal lives. The institute has conducted a two-day training program for class teacher/batch guardian for sensitizing them towards students' problems. The objectives of the training were:

- i) To understand students' academic and personal problems
- ii) To identify the skills required for mentoring and to understand and analyze own skill sets
- iii) To understand use of various tools & techniques for guiding and mentoring students

Separate girls and boys common rooms are available in the campus with an area of 100 sq.ft. the facilities provided in the girls common rooms includes bed, chairs, table, mirror, first aid, sanitary vending machine.

The institute has established a 'Grievance Cell' to sensitize the students and employees on gender issues, make them aware of the social, moral, and legal implication of gender discrimination, encourage value education upholding gender equality, and at the same time to deal with instances of sexual harassment on campus. The cell is committed to creating and maintaining an environment in which students, teachers and non-teaching staff can work together in an atmosphere free of gender violence, sexual harassment, and gender discrimination. The institute takes additional efforts through National Social Service (NSS) for making students sensitive towards societal issues. NSS organizes Tree Plantation Programs, Blood Donation Camps etc. NSS, our college has adopted a village called Mhasawe and has transformed that village into 'Nirmal Gram'

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 100

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 800

7.1.3.2 Total annual power requirement (in KWH)

Response: 800

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 25

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 8000

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 32000

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

**Response:**

##### • Solid waste management:-

- Biological waste disposal –

Biogas plant of 2 cubic meter capacity is installed on the institute campus. Students of NSS and faculty of department of Civil engineering have innovatively designed the biogas plant using ferrocrete. The plant operates on canteen waste and the biogas generated is used for canteen kitchen. Organic waste generated from garden is converted into compost using composting machine, instead of burning. Compost, so produced, is used as a fertilizer for the campus garden, thereby increasing reutilization. Canteen waste is also converted into compost and is used for gardening. Waste water is collected in separate tanks constructed separately for each block. The tanks are emptied and the wastewater is treated through sewage treatment plant established and the treated water is re-cycled for gardening.

- Liquid waste management:-

Liquid chemical wastes generated from chemistry laboratory and environmental laboratory are diluted/

neutralized and then discharged.

- **E-waste management:-**

The e-waste generated is given to the scrap materials who purchase the scrap and reuse the useful components. Apart from this, the electronic and electrical instruments under repair are given to the students during the lab sessions to dismantle and reassemble, which helps application oriented learning. Guest lectures on hazardous management of electronic wastes are arranged. The e-waste is collected and periodically sold to vendors for recycling.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**

Institute campus has large built up area to conserve and harvest the rainwater. Step by step Rainwater harvesting is being done in the campus. As one of the activities the Roof of college building and boy's hostel building is used as the catchment area for rain harvesting. The current system in Boys hostel consists of collection of rainwater from the top of and discharging it in the nearby existing lake which subsequently will percolate. The lake volume is increased by digging it up to two meters deep. Rise in the water level is observed in the well as a result of this water harvesting which exists in the campus.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

**Students, staff using**

1. **Bicycles:** - ons in every 3 months our college students and non teaching faculty along with peon use bicycles.
2. **Public Transport:** - Public transport is used by Faculty and students are made aware of various measures to reduce carbon footprint through posters advocating the following: driving a fuel-efficient vehicle, printing only when necessary, switching off electrical appliances when not in use, reducing use of plastic etc.
3. **Pedestrian Friendly Roads:** - Pedestrian roads are made in all over campus which allows students and faculty to move freely without disturbing road vehicles.

- **Plastic free campus:-**

our college organize world pollution control day on every 2nd December from 2014-15 this program induce students and staff make campus plastic free and do all daily activities without using plastic paper.

- **Paper Less office:-** our college organize world No Paper day on every 21st November from 2013-14 this program induce our college campus use less paper for work by using notice by email, SMS, whatsapp group, Moodle and digital notice board etc.

- **Green landscaping with trees and plants:-**

Our campus having large numbers of saplings is planted in the campus to make the campus green and aesthetically pleasing. Lawns have been developed and maintained. A separate courtyard garden is maintained inside most of the buildings. Gardens are maintained through garden maintenance contract. Estate Manager supervises the maintenance of the existing trees and location of planting new saplings. To spread the awareness of environmental conservation and promote greenery, institute follows the culture of presenting saplings to guests and experts invited to the institute. Nurturing the existing trees and making the environment green is one of the pursuits that develop eco-concern among the students. As a part of this exercise, NSS students have planted 200 saplings in the campus. The college also maintains a variety of on-campus plant life, both potted and otherwise, keeping the campus cool even in the summer heat. The college maintains botanical and herbal gardens where plants are grown. In support of the environment, guests to the college are gifted ornamental potted plants grown in these gardens, as opposed to flowers cut from plants. Herbal Garden is maintained by the Department of Pharmacy which conducts research on phytochemicals consisting of mitigating pollutant concentrations in contaminated soils, water or air, using plants which can degrade, or eliminate metals, pesticides, solvents, explosives, crude oil and its derivatives, and various other contaminants from the media that contain them. They help in the reduction of global warming and provide shade in summer.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

**Response:** 0.31

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.46	1.38	1.26	1.20	1.16

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the**

**last five years****Response:** 43

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	8	9	9	11

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 14

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	2	1	3	2

File Description	Document
Report of the event	<a href="#">View Document</a>
Details of initiatives taken to engage with local community during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

<b>7.1.13 Display of core values in the institution and on its website</b>	
<b>Response: Yes</b>	
File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

<b>7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</b>	
<b>Response: Yes</b>	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>7.1.15 The institution offers a course on Human Values and professional ethics</b>	
<b>Response: Yes</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

<b>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</b>	
<b>Response: Yes</b>	



File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 21

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

- The programmes organized by various committees and council play a vital role to inculcate the value system and character building of the students. The college organizes events on Kargil Vijay Divas, Yuva Divas, Independence Day and Republic day to understand the value of patriotism
- The subjects such as Foundation Course, Business Ethics and Corporate Social Responsibilities, Organization Behavior, Indian Management Thought and Practices are part of the curriculum which enhances the moral and ethical values change to social responsibility.
- The institution takes initiatives to organize programmes related to Guru Purnima, Ganesh puja, Navaratri, Christmas, Marathi Divas to enrich and preserve cultural values.
- The NSS unit organizes activities such as street plays and skits to enhance the values of our society NSS unit of the college conducts blood donation camp, AIDS awareness campaign, Environmental awareness rally, Computer Literacy Programme, Health checkup camp etc. to provide community oriented services.
- Counseling is provided for issues like self-esteem, interpersonal relationship, cultural difference, alcohol & drugs, depression, academic issues like study skills, time management, examination anxiety, coping up issues, poor academic performance and communication with teachers.
- Yashoda marathon was also conducted from last five years.

File Description	Document
Any additional information	<a href="#">View Document</a>

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

#### **Response:**

The principal sources of funds for the college are allotment from the state government under various schemes, development fees collected from the students and fees collected from the students enrolled in the courses run under self financing scheme. The allotments received from the state government are also under special heads and they are spent for the purposes they are meant. The institution has at its disposal the funds collected from the students and from the students of the self financing courses. These funds are made use of for the various needs that come up from time to time. The college does not get sufficient fund from the state government for the maintenance of the college therefore this fund is very useful for the college. The chief deficiency of the college is the non-fulfillment of the various teaching and non teaching posts.

#### **Internal Audit**

The institute has separate account section which conducts internal audit. Accordingly, every expense voucher is recommended by the head of the department and approved by the Principal/Director. All vouchers are audited by an Internal Auditor on a routine basis. Internal audit is carried out quarterly. This audit includes audits of variation in student's fees and exam remuneration etc. Internal auditing is a continuous process of appraisal of an organization's operations and evaluation and monitoring of risk management, reporting, and control practices. It is an independent and objective oriented assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization to accomplish its objectives by bringing in systematic and disciplined approach to evaluate and improve the effectiveness of the operations of an organization in totality.

#### **External Audit**

The qualified practicing Chartered Accountant is appointed by the college which performs an audit of the financial statements of the college. External audit is carried out yearly. This audit includes bank accounts, vouchers and ledger. The financial records of the college are audited after the end of each year and certified. Last audit was done on June 2016-17.

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

#### **Response:**

#### **Best Practice 1:**

1. Title of the practice: Multi-level Academic Quality Monitoring System (MLAQMS)

#### **Objective of the Practice:**

In Today majority of colleges are facing admission problem. Hence most of the students admitted to various courses are having poor or average academic background. Therefore, it is necessary that every lecturer/practical should be attended by students. it is just like sawing energy means generation of energy. All the classes are closely admitted at various levels. In return this also ensure that quality of teaching of faculty is improved, Therefore students feels interested in teaching learning process which improves their academic performance. Therefore this system of continuous monitoring of academic performance, identifying strength, short comings and gives specific suggestion to improve the academic performance in all aspects at regular interval by management, principal and others. This system also highlights following aspects-

- Effective interaction between student -teacher- parents.
- Provide academic exposure from report
- To encourage and motivate faculty to have a class of learning using interactive methods for student's overall personality development.

### **Context:-**

Students admitted to institute are from rural and city area but large chunk of admissions are from rural part. Therefore these all students are compelled to participate in teaching learning process activity from report.

The institute follows the Compliance monitoring system, Diagnostic monitoring system and Performance Monitoring system. Compliance monitoring system is a bureaucratic type of monitoring to ensure that the educational institutions comply with predetermined standards and norms set by rules and regulations. It is mainly focused on educational input of the teachers, textbooks, classrooms, teaching equipment etc. Diagnostic Monitoring system focuses on the instructional processes relating to what happens in the classroom and whether the students are actually learning what they are supposed to learn. Since the teaching?learning process is equally as important as input variables in education, having such monitoring would give insightful information on explaining the quality of education provided by the educational institutions. Similarly Performance Monitoring focuses on outputs. The emphasis of this kind of monitoring is on the academic achievement of the students through testing to see what results have been yielded by the investments made in education.

### **1. Practice**

- 1.The management appoints Principal who supervises and coordinates all academic and administrative activities of the college. Principal as a head of institute monitors, provides the guideline at all levels. His leadership is linked to student performance and academic excellence. The contribution of leadership strengthens the overall culture of the college.
- 2.One faculty from each department is appointed as the Head of the Department (HOD). HOD prepares academic calendar at the beginning of each semester which includes different activities like tests, assignment execution, seminars, workshops, industrial visits, cultural-social-technical activities guest lectures and schedule of statutory committee meetings. Special sessions for the slow learners and the advanced learners are scheduled by the HOD.
- 3.In order to assist the HOD appoints Guardian Faculty Member and Class Coordinator is appointed. He is responsible for maintaining records of monthly attendance, status of syllabus completion and records of GFM activities. GFM is a guardian faculty member of particular students who plays important role in mentoring of students, monitoring their attendance, preparation of monthly attendance.GFM also acts as mediator between institute and parents. Mentor mentee ratio is

maintained and the grievances are taken into consideration. Subject teacher prepares academic plan, teaching plan, practical plan, unit wise question bank, MCQ's, assignments of respective subjects and gets the approval of same from the academic coordinator. Class coordinator monitors classes additionally with others.

HODs are involved in the day-to-day operations, which allow them to make decisions through the viewpoint of subordinates. This system helps in overall development, achievement of students which is beneficial for growth of the institute and also the students skills are developed as per the industrial expectations.

### **1.Evidence of Success:**

- 1.Faculty always remains update with regards to all academic requirements and follows the schedule as per the academic calendar designed by the Head of the Department.
- 2.Faculty also gets guidance for improvement in their weak areas from the Head of the Department and Principal if necessary Faculties are motivated to attain the faculty development programmes.
- 3.Academic grants for individual faculty are provided for the participation in Conference, Faculty Development Programs and carrier development.
- 4.Systematic academic record is maintained by the departmental academic coordinator and also the class coordinator to examine the slow learners. The efforts are made for the slow learners by conducting extra classes.
- 5.Friendly interaction between teacher-student-parent is maintained due to Guardian Faculty Member. The student's grievances pertaining to various aspects are resolved.
- 6.Academic performance is increased among the students due to multi monitoring system.
- 7.Due to smooth conduction of the academics the performance of the students in the examination has been increased.
- 8.Team spirit among faculty and students is developed.
- 9.After discussion with the student and their parents, the guardian faculty member gets aware of problems faced by the student. Guardian Faculty Member helps the student to overcome the problems by continuous counseling in presence of their parents.

### **1.Problems encountered and resource required**

- 1.Time constraint for completion of the activity especially for first year students due to delay in the admission process of government authorities.
- 2.At initial stage parents are reluctant to share personal information of their ward and attend the parents meeting. Even the new students have a fear of being open for the grievances they have in GF meeting.

### **Best Practice 2:**

1. **Title of the Practice :-** (This title should capture the keywords that describe the practice)

#### ***Yoga Practices in Campus***

1. **Objectives of the Practice :-**

Yoga education supplements for the students education. It prepares the students physically and mentally

strong in executing their academic responsibility. The students can become healthier and more integrated members of the society.

Briefly the aims and objectives of Yoga education are:

1. To enable the student to have good health along with their studies
2. To practice mental hygiene.
3. To possess emotional stability.
4. To integrate moral values.
5. To attain higher level of consciousness among the students
6. To make the students stress free from their daily routing and any personal problems

### 1. Context -

Focus on exercise related to breathing and meditation Anulom Vilom, Dhyanadharana and Clapping makes students healthier in body and mind. It also improves strength muscle tone, stamina, concentration, and built positive energy among the students. It was difficult at the initial phase to accumulate the students 10 minutes before the college time We overcame this by creating the interest and awareness within the students. The students also felt the need of the same and started attending the sessions in the class room before the time. Seven days' workshop on how yoga is essential for a spiritual discipline is conducted. This workshop focuses on bringing harmony between mind and body. The holistic approach of yoga is well established in institute and it brings harmony in all walks of life.

### 1. The Practice

*I st Activity is Anulom Vilom :*

We perform this activity because it helps to regulate flow of vital energy throughout the body; it links between the physical body and soul, healing physical and mental disorders. Anulom vilom pranayam, also called the alternate nostril breathing technique, is an incredible energiser, which works effectively to relieve stress and anxiety.

Benefits of Anulomvilompranayam has helped the students and staff of institutes.

1. The three doshas of Vata, Kapha and Pitta are also regularised with regular practice of anulom vilom pranayam.
2. Blood pressure and diabetes can be cured completely with the regular and dedicated practice of this pranayam.
3. Thinking becomes positive and one learn to overcome tension, anger, worry and forgetfulness, anxiety, uneasiness, high blood pressure, migraine and lack of sleep.
4. Concentration, patience, resoluteness, decision-making ability and creativity also increase as advantages of anulom vilom pranayam.
5. Increases oxygen supply throughout the body, making one feel calm and peaceful.
6. Relieves stress, fever, eye concerns and ear issues improves blood circulation.

*IInd Activity is Meditation:*

Aim of this activity is overall transformation and grooming of personality by bringing about positive

attitudinal and behavioral changes. It helps to maintain harmony between the sympathetic and parasympathetic nervous system.

The Benefits of Meditation: **Meditation reduces stress, improves concentration, encourages a healthy lifestyle and increases self-awareness.**

III rd activity is Clapping

Aim of this activity is to release stress, bringing positive energy in our mind. clapping stimulates blood circulation, this blood circulation removes all obstructions in the veins and arteries, including bad cholesterol.

These points are associated with the following health benefits:

1. It helps in curing heart and lungs related problems like asthma, relief from back, neck, and joint pain reduce low blood pressure.
2. Clapping is an effective therapy for digestive disorders. You can also try these yoga poses to improve digestion.
3. Clapping increases immunity and thus keeps diseases at bay.
4. Half an hour of daily clapping helps those suffering from diabetes, arthritis, hypertension, depression, chronic headaches, common cold, insomnia, eye problems and hair loss.

### 1. Evidence of Success

Evidence of Success among the students

Yoga helped to reduced visual reaction time, have health promoting boosting and toning effects on central nervous system, quantity and patterns of release of neurotransmitters and mental interaction involved in information processing thus yoga has become acomplimentary to overall stress management among the students and the staff members and they feel fresh throughout the day.

Following positive effects where members observed among the students and the staff.

1. Reduces stress
2. Improving concentration
3. Encouraging healthy life style
4. Increases happiness
5. Half an hour of daily clapping helps those suffering from diabetes, arthritis, hyper tension, depression chronic headache, common cold, eye problems and hair loss.

Due to the implementation of this practice the number of failure students has improved. The student's attitude towards their career has changed and has become result orientated.

### 1. Problems Encountered and Resources Required

1. During this practice following problems we were faced

a. Time management

b. Space problem

**Solution:**

1. Before starting the schedule of day, we isolate 10 min. especially for Yoga. Teacher of 1st Lecture is responsible for conducting this activity
1. We know the different types of Yoga but we want to manage this activity in class room so we finalize the types of Yoga which we are going to perform within class room i.e. AnulomVilom, DhyanaDharana (Meditation), Clapping in this way we overcome the problems.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

**Response:**

In order to achieve the vision and mission of the organization the management along with the **Multi Monitoring System** carries out **Academic and Administrative Audit(AAA)** from the last 4 years onwards in order to encourage strategic developments that enriches the curriculum and enhances students' opportunities for employment and career development. Academic and Administrative Audit is a standard strategy for quality enhancement of Higher education Institutes.

#### **Academic and Administrative Audit (AAA)-**

Institute is having academic internal quality monitoring committee consisting of Principal, registrar & Head of the Department for evaluating the academic performance. The academic and administrative is made at the end of the semester. The Head of the Department, Academic coordinator and class coordinator needs to maintain the record of the same as per the prescribed format designed by the IQAC cell. To identify the bottlenecks in the existing administrative mechanisms and to identify the opportunities for academic reforms, administrative reforms and examination reforms etc. It also evaluates the optimum utilization of financial and other resources.

#### **PURPOSE OF THE ACADEMIC AND ADMINISTRATIVE AUDIT:**

The purpose of the Academic and Administrative Audit is to evaluate the performance of the departments, and appreciate their achievements and give suggestions for further improvement of the quality of teaching, research, administration, curricular and extra-curricular activities. After visiting the departments and interacting with the Head of the Department, teaching and non-teaching faculties, students and parents and

validating the data the committee would give valuable suggestions on the following points. After visiting the departments and interaction with stakeholders, committee suggest improvement in following areas.

1. Efforts taken for curricular development.
2. Teaching quality.
3. Teaching methods adopted and use of ICT in teaching, learning process.
4. Feedback mechanism used for assessing the performance of teachers by students and for curricular development.
5. Students enhancement programmes implemented by the department.
6. Strengths, Weaknesses. Opportunities and Challenges of the department.
7. Research facilities and research output in the form of publications and patents.
8. Computer, internet and library facilities available.
9. Mentoring system, introduction of Remedial classes, guidance for competitive examinations.
10. Skill development and personality development programmes.
11. Generation of funds and optimum utilization.
12. Evaluation methods adopted for internal and external examinations.
13. Future plans of the department.

This system takes care of following activities:

#### 1. Academic Audit-

The main objective of academic and administrative audit is to check the execution of academic planning as per the academic calendar. Based on academic audit steps are taken for improvement in next academic year

Thus Academic and Administrative Audit has given a standard system based on parameters for Quality education by the management of YSPM YTC. Quality enhancement is defined in terms of institutional policies, procedures and activities that are designed to promote the learning experience and learning outcomes of students and also contribute to the enrichment of the curriculum. The approach to enhancement will involve an institutional assessment of the strengths and weaknesses of current academic practice and the identification of potential areas for improvement. It always reflect the particular mission and strategic priorities of institutions, where enhancement is seen in terms of a strategy for driving change and promoting student achievement and capabilities.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>



## 5. CONCLUSION

---

### **Additional Information :**

Management of the Yashoda technical Campus is from education field. Therefore Institute is fulfilling all the ambitions of students with which they are taking admissions.

### **Concluding Remarks :**

YSPMs Yashoda Technical Campus is committed to impart sound and thorough technical knowledge. Institute is catering technical education especially for rural area students. Employable skills are developed in the students through academic curriculum and various activities like field visits, industrial tours and guest lectures. Institute aims not only for academics but also overall personality development that inculcate ethical and moral values to make them socially responsible. Infrastructural facilities along with sound amenities inspire the students for research. The alumni of the institute are good reflection of its quality.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>5</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>3</td> <td>4</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	6	4	5	2	2	2016-17	2015-16	2014-15	2013-14	2012-13	5	3	4	2	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	4	5	2	2																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	3	4	2	2																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p><b>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>02</td> <td>01</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Given input according to provided documents.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	5	1	2	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	00	02	01	00	00
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	1	2	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
00	02	01	00	00																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p><b>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</b></p> <p>Answer before DVV Verification : 17</p> <p>Answer after DVV Verification: 5</p>																				
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p>																				

	<p>Answer before DVV Verification : A.Any 4 of the above Answer After DVV Verification: B.Any 3 of the above</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>559</td> <td>274</td> <td>289</td> <td>185</td> <td>98</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>286</td> <td>274</td> <td>289</td> <td>185</td> <td>98</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	559	274	289	185	98	2016-17	2015-16	2014-15	2013-14	2012-13	286	274	289	185	98
2016-17	2015-16	2014-15	2013-14	2012-13																	
559	274	289	185	98																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
286	274	289	185	98																	
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	2	1	0	1	0	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	1	0	1	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
3.1.2	<p>Percentage of teachers recognised as research guides at present</p> <p>3.1.2.1. Number of teachers recognised as research guides Answer before DVV Verification : 2 Answer after DVV Verification: 1</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>4</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	8	4	2	1	1										
2016-17	2015-16	2014-15	2013-14	2012-13																	
8	4	2	1	1																	

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	0	0

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
30	28	20	12	23

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
21	13	20	11	15

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
07	13	3	4	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	1	0	0

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
19	18	18	19	9

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
02	16	13	18	15

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
18	09	20	08	01

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	0	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
04	04	03	02	02

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
04	2	2	02	02

7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>6</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>2</td> <td>1</td> <td>3</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	10	6	5	5	5	2016-17	2015-16	2014-15	2013-14	2012-13	6	2	1	3	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
10	6	5	5	5																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	2	1	3	2																	

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 11</p>										
1.2	<p>Number of self-financed Programs offered by college</p> <p>Answer before DVV Verification : 16</p>										
1.3	<p>Number of new programmes introduced in the college during the last five years</p> <p>Answer before DVV Verification : 6</p>										
2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>680</td> <td>776</td> <td>811</td> <td>601</td> <td>388</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	680	776	811	601	388
2016-17	2015-16	2014-15	2013-14	2012-13							
680	776	811	601	388							
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>948</td> <td>1002</td> <td>972</td> <td>759</td> <td>516</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	948	1002	972	759	516
2016-17	2015-16	2014-15	2013-14	2012-13							
948	1002	972	759	516							
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13					
2016-17	2015-16	2014-15	2013-14	2012-13							

	196	229	159	83	25
2.4	Total number of outgoing / final year students Answer before DVV Verification : 692				
3.1	Number of teachers year-wise during the last five years  Answer before DVV Verification:				
	2016-17	2015-16	2014-15	2013-14	2012-13
	111	107	94	84	59
3.2	Number of full time teachers year-wise during the last five years  Answer before DVV Verification:				
	2016-17	2015-16	2014-15	2013-14	2012-13
	111	107	94	84	59
3.3	Number of sanctioned posts year-wise during the last five years  Answer before DVV Verification:				
	2016-17	2015-16	2014-15	2013-14	2012-13
	116	134	130	102	70
3.4	Total experience of full-time teachers Answer before DVV Verification : 981 years				
3.5	Number of teachers recognized as guides during the last five years Answer before DVV Verification : 04				
3.6	Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 298				
4.1	Total number of classrooms and seminar halls Answer before DVV Verification : 34				
4.2	Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)  Answer before DVV Verification:				
	2016-17	2015-16	2014-15	2013-14	2012-13
	299.09	459.31	517.64	529.03	429.38
4.3	Number of computers Answer before DVV Verification : 553				
4.4	Unit cost of education including the salary component(INR in Lakhs) Answer before DVV Verification : 1.44				
4.5	Unit cost of education excluding the salary component(INR in Lakhs) Answer before DVV Verification : 0.49				