



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**YASHAVANTRAO CHAVAN INSTITUTE OF SCIENCE,
SATARA**

**YASHAVANTRAO CHAVAN INSTITUTE OF SCIENCE, SATARA 533A, SADAR
BAZAR CAMP, SATARA - 415001**

415001

www.ycis.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Yashavantrao Chavan Institute of Science, Satara is one of the HEI's run by Rayat Shikshan Sanstha, Satara, founded by Padmabhushan Dr. Karmveer Bhaurao Patil in 1919. Since its establishment the Sanstha contributed towards key perspectives of the education with the motto of 'Education through Self-Help' and quality education at grassroots. Quality education efforts of Rayat Shikshan Sanstha, Satara comprises a vast network of **751 academic institutions - including 42 colleges, 453 secondary schools, 07 training colleges, 67 primary schools, 54 pre-primary schools, 91 hostels, 07 administrative offices, 8 ashramshalas, 03 I.T.I's, 01 krushi vidyalaya, 01 research institute, 01 cluster university, and 16 ancillary branches** working devotedly in 15 districts of Maharashtra and 01 district of Karnataka.

Yashavantrao Chavan Institute of Science, Satara was established in 1965 and named in the honor of first Chief Minister of Maharashtra Shri. Yashavantrao Chavan. Institute was conferred **Autonomy by UGC in 2018**. It offers **29 UG programs, 15 PG Programs** and fosters **10 Research Centres** and **distance education in B. Lib and M. Lib** programs of YCMOU, Nashik. Short term courses (**117 skill, 20 diploma and 16 advance diploma**) are also offered. The institute has added **358 research papers, 16 granted patents, 07 start-ups & 23 entrepreneurial registrations and 26 prototypes** during last five years. A well-equipped i) **Common Facility Center**, ii) **Yashavantrao Chavan Center for Invention, Innovation and Incubation** under Industry-academia partnership with Tata Technologies and STP (approved by DST), iii) **Center of Excellence in Artificial Intelligence**, iv) **Karmaveer Bhaurao Patil Research Foundation (section 8 company)**, v) **Coral Reef Research and Extension Center** provides platform to rural youth for entrepreneurship and start-up opportunities. Over 500 students successfully entered in the administrative services through the **Competitive Exam Guidance Center** run by the institute. The institute student set the **Guinness Record in 'No Handed Keep-Ups'**, won **triple gold in the athletics at Khelo India, awarded with Tenzing Norgay National Adventure Award, 2020** and **President Awardee with Shourya Purskar by Government of India in 2020**. Staff, students and management contributed excellently during the **Covid-19 pandemic** situation as **Corona Warriors, Provision of Infrastructure, Finance and Preventing Aids**.

Vision

To equip students with knowledge and scientific attitude for living in the world of rapid technological change by means of teaching and training in science studies and to sustain the position as one of the most qualitative institutes imparting core science and multidisciplinary education.

Mission

- To provide higher education in science with multidisciplinary approach with special attention to down-trodden and grassroots.
- To enhance the knowledge generating capacity of the students in the globalizing environment.
- To promote scientific temper among the youths especially from rural areas.
- To promote quality research through graduate curriculum.
- To inculcate professional ethics, human and universal values among students.

- To give special attention to the women empowerment programmes.
- To make the students aware of social responsibilities.
- To contribute to nation's development by upgrading educational network and modern communication technologies.

AWARDS, ACCREDITATIONS, RECOGNITION AND APPRECIATION

- **Notable awards to parent organization** (Rayat Shikshan Sanstha, Satara) '**BHARATRATNA DR. BABASAHEB AMBEDKAR NATIONAL AWARD**' by Government of India (1994) and '**OUTSTANDING INSTITUTION AWARD**' by Government of Maharashtra (2001).
- Yashavantrao Chavan Institute of Science, Satara was accredited by NAAC for first time in 2004 with '**A**' grade. Institute got '**A**' grade with CGPA of 3.37) in 2nd cycle (2010) and '**A+**' grade with CGPA of 3.57 in 3rd cycle (2016).
- **UGC-AUTONOMOUS STATUS** (28/03/2018).
- **ACADEMIC EXCELLENCE AWARD** by Shivaji University, Kolhapur (2014-15) and **DR. PATANGRAO KADAM BEST AUTONOMOUS COLLEGE AWARD** (2022-23) by Karmaveer Vidyaprabodhini.
- **UGC-CPE STATUS** (1st Phase, 2010-14 and 2nd phase, 2015-19).
- **UGC-PARAMARSH SCHEME** (2019-2021).
- **DST-FIST SCHEME** (1st phase, 2014-2019) and (2nd phase, 2023-27).
- **DBT-STAR COLLEGE SCHEME** (2014-21).
- Lead college of '**KARMAVEER BHAURAO PATIL UNIVERSITY, SATARA**' (2021-22).
- **RUSA Component 2 Beneficiary**.
- **NIRF - RANK BAND: 101-150** (2021) & 151-200 (2022).
- **INSTITUTION'S INNOVATION COUNCIL (IIC)**, Government of India: **4 STAR (2020)** and **3.5 STAR (2021)** status.
- **PERFORMER STATUS (2021 & 2022)** in ARIIA, Government of India.
- **ISO Certification: 9001-2008: (2018-2022)** and 9001-2015: (2022-2024).
- **BEST NSS UNIT** and **BEST PROGRAM OFFICER** by Government of Maharashtra (2014-2015).
- Membership of '**UNITED NATIONS ACADEMIC IMPACT (UNAI)**'.
- '**TOP RANKED AUTONOMOUS COLLEGE: Education World Autonomous College Ranking** (2020 to 2023).
- **Highest grade** in '**ACADEMIC AND ADMINISTRATIVE AUDIT**' conducted by affiliating university and parent organization.
- Teachers are recognized as '**PROFESSIONAL TRAINERS**' by MSFDA, Govt. of Maharashtra and '**INNOVATION AMBASSADORS**' by IIC, Govt. of India.
- **NPTEL** local chapter and **Virtual Lab** partner of IIT Bombay.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Parent Organization's Legacy of 104 Years:** Rayat Shikshan Sanstha, Satara is among the Asia's

largest educational societies known for its commitment towards providing quality education to downtrodden and grass root masses of the society since 1919. Institute is among the 43 HEIs run by Rayat Shikshan Sanstha with the motto of 'Education through Self-Help'.

- 2. Rich Arena of Academic Programs:** Institute offers a wide range of undergraduate, postgraduate and doctoral programs along with courses of CoC, skill, diploma, and advance diploma (vocational), valued-added, add-on and capsule.
- 3. Autonomy and Cluster University:** Being autonomous, the institute designs and develops its curricula envisioned with skills, employability, cross-cutting issues which suits requirements of society and industry. Karmaveer Bhaurao Patil University, Satara is State's 3rd cluster university which supported NEP-2020 implementation to offer essence of multidisciplinary education.
- 4. State-of-the-art Infrastructure:** Institute has impressive physical and IT infrastructure with spacious, well-ventilated, illuminated and digitized classrooms, laboratories, decent sports facilities and eco-friendly campus providing conducive learning environment. Institute has excellent computational facilities with cent percent ICT enablement of classrooms and free Wi-Fi facilitation services.
- 5. Provision of Corpus for Research and Innovation:** Institute has provision of financial assistance for fostering research and development through activities of different cells including invention, innovation, incubation, patent, technology transfer etc.
- 6. Entrepreneurship Development and Start-up Cell:** Initiatives of RUSA supported EDC and start-up cell lead to register 20+ start-ups and creating new entrepreneurs.
- 7. Highly Qualified and Dedicated Faculty:** Teaching faculty plays proactive role in curriculum design, planning of execution, examination, evaluation and overall development of students.
- 8. Community Engagement:** Continuous community interaction through outreach and extension activities of the departments alongside NSS, NCC, cultural, sports and other clubs.
- 9. MoUs and Collaboration's with international and national academic organizations and industries for teaching, research and placements.**
- 10. Efficient placement and training cell, counseling cell and competitive examination guidance center.**

Institutional Weakness

- 1. Inadequate Space for Sports and Cultural Activities:** Institute has provision of indoor and outdoor games facility; however limited space is available for outdoor games. Institute signed MoU with Satara District Sports Office; Government of Maharashtra for utilization of sports infrastructure and facilities.
- 2. Government Scholarship to Self-Financing Programs:** Limited government scholarships for students of self-financing programmes.
- 3. Limited Established Targets of the Students:** Majority of the students comes from rural background with economically weaker background and vernacular medium of communication; hence their aspirations and career goals are limited.
- 4. Insufficient industry commissioned consultancy projects and laboratories.**
- 5. Declining trend for research funding from government agencies.**

Institutional Opportunity

- 1. Degree Awarding Facility:** Since 2021-22, the institute become a constituent part of Karmaveer Bhaurao Patil University, Satara which has degree granting authority.
- 2. Multidisciplinary in education:** The institute runs Science Faculty Programs; however it got the

opportunity to provide multidisciplinary, interdisciplinary, intra-disciplinary and trans-disciplinary education in tune with NEP-2020.

3. **Introduction of New Programs and Courses:** Institute can develop next generation programs and courses in line with entrepreneurial development and latest industrial trends and demands.
4. **Attracting International and Other State Students and Faculty:** After being part of the university and commencement of new programmes, the Institute has opportunity to enroll more number of students and recruitment of faculty from other states and foreign countries.
5. The institution is a **recognized local chapter of NPTEL** through which institute have excellent opportunities for both instructors and students to enroll in online courses.
6. **Nourishing Industry-Academia Connect:** Industrial involvement in enriching teaching-learning process and availing internship, on the job training, employability opportunities, and funds for research projects.
7. **Strengthening Sports Facilities** – As a constituent part of the cluster university, the institute will get advantage of sport facilities of other constituent colleges and newly created facility of the university.
8. **Fostering technology development and transformation of research from lab to land and lab to industry.**

Institutional Challenge

- **Declining trend of admissions to conventional degree programs:** Introduction of new age programs has resulted in declining enrollment to the conventional degree programs. In such situation, institute tries to focus on the research activities of fundamental sciences and provision of research corpus to the students.
- **Students Orientation towards Creativity:** Orienting rural students mind set towards innovation and creativity is big challenge. In this case institute organizes induction and orientation programs for motivating students towards creativity.
- **Managing with Technological Advancements:** Keeping pace with the technological advancements in teaching-learning process. However, establishment of office of information technology, data center, artificial intelligence application development center (Agriculture and Health Sector), biotech garden, digitized botanical garden, nano- and biosensor development centers and food processing and sensory unit will help to overcome this challenge.
- **Compete with International Educational Institutions:** Government policies opened the doors to foreign educational institutions to set-up their campuses in the country or collaborate with renowned Indian institutions. This will challenge for competing with such educational institute.
- **Acquainting grassroot to the modern world** - Making socially and economically marginalized population and grass root peoples that are fully capable of addressing the difficulties of the modern world.
- **Competition with neighboring institutions** - Competition among budding colleges in the region and distribution of students among them.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute has clear vision and mission to fulfill the needs of the changing education pattern in basic and applied sciences. Institute is committed to provide **Quality Education with UN sustainable goal** through

outcome based education. **UGC-Autonomous status** to the institute excelled the academic height with inculcation of new programs which helps the students to combat with **emerging global challenges**. The curriculums have been designed in tune with **NEP-2020 educational framework**.

The program options include **B.Sc. in 29 subjects, M.Sc. in 15 subjects, distance mode programmes (B.Lib. and M.Lib.) of YCMOU, Nashik, 10 Ph.D. Centers, 20 Diploma, 16 Advanced Diploma, 17 Value added, 17 Add-on, 17 Capsule and 117 skill courses** plays significant role in students development with subject value addition through **industry supported courses**. **Cent percent teachers involved in designing the curriculum** of UG, PG and Short Term Programmes through **21 Board of Studies**. BoS follows well-defined mechanism and considers **cross cutting issues, skills, ethics, values, employability, innovation and research, industrial requirements and capability building** in respective subjects. **Stakeholder's feedback** has utmost in designing curriculum of all the programs. Display of curriculum of all the programs on its website after approval of Academic Council and Governing Body of the institute. **FDP and Workshops on 'Revised Curriculum'** of every program enriches the teaching-learning process. The implementation and monitoring of curricula are planned at three levels.

- **Institute:** General time table, academic calendar, curricular and co-curricular activities are planned and executed by IQAC.
- **Department:** Departmental academic calendar, time table, term-wise teaching plan, remedial coaching and internal evaluation. The head of the department reviews the process through monthly meetings, syllabus completion report.
- **Individual:** Academic diary, individual time table, teaching plan, participation in ISE and ESE, role in various committees.

The execution of the curriculum is annually reviewed through activity reports submitted by committees, evaluative reports, self-appraisal/ASAR/API by the IQAC, external AAA Audit and ISO audit. IQAC regulated autonomous college audit by external peer team is instrumental in curriculum development and their strategic implementation. Ability enhancement, vocation and skill education, IKS, and co-curricular courses through NEP-2020 underscores the students as productive and responsible citizens.

Teaching-learning and Evaluation

The academic year starts with the **announcements of admissions** in both online (website) and offline (prospectus) mode. The **policies of the government** related to reservations, sanctioned intake applicable to the institute are **stringently followed**. The admission process is followed by the **induction program for fresher batches in which the students are oriented towards the curricular (PO, PSO and CO) and co-curricular aspects of the institute**.

The academic session ensues as per the **academic calendar of the institute, of respective departments and time tables**. The teaching process is coordinated with the course outcomes as well as the **examination calendar** ensuring curriculum completion in time before end semester examinations. To encourage and ensure that all faculties engage the **student centric teaching pedagogies**, the evaluation structure is devised to include all methodologies in the marking scheme. The **teaching-learning is ICT enabled** and **all the faculty members are adept to deal with ICT and digital learning resources**. The institute is **recognized NPTEL learning center** and a **partner of V-Labs of IIT Bombay**. The active use of internet and online platforms including **Google classroom, Zoom, Whats app, Telegram and YouTube** ensures academic connect with the students. Well-equipped **Lecture Recording System and Rayatwani Community Radio (90.8 MHz)** enables

preparation and transmission of e-content. The scientific temperament of the students is fuelled through **MBL, PBL, PD3P4** in which the understanding and application potential of the students is tested. The schemes like **Mentor-Mentee, Remedial Coaching, Slow and Advanced Learners** ensures academic enablement and capability of each student.

IT integration and digitization in examination and evaluation process is done through softwares ensuring the smooth implementation of the examination, CAP and **results declaration (within 20 days)**. Exam related grievances have been amiably sorted out within time. About **92% student enrolment and 82% seats filled against reserve categories in last 5 years** and the **pass percentage of the students in the latest completed academic year is 91.11%**. The **attainment of program and course outcomes based on results, progression and placement** is duly calculated. Overall the teaching, learning and evaluation process is well aligned with the outcome based education.

Research, Innovations and Extension

Institution's vision and mission is committed to inculcate the research temperament among undergraduates and to increase opportunities of research-oriented career options. Institutional **Research and Development Cell** is effectively promoting research through **well-defined policies and SOP's** of research, research ethics, innovation, patent and technology etc. **Research is the integral part of the curriculum** and the institute has **10 approved research centers**. The institute has introduced **MBL, PBL and PD3P4** at undergraduate level. Institute attempts promotion of innovations and technology development through its **Yashavantrao Chavan Center for Invention, Innovation and Incubation; Institutional Innovation Cell; Karmaveer Bhaurao Patil Research Foundation** (a section 8 company) and **Center of Excellence in Artificial Intelligence for Application Development**

In last 5 years, **institute generated Rs 180 lakhs** under **Research corpus** and distributed **Rs. 28.07 lakhs under seed money scheme**. Institutional efforts towards resource mobilization resulted in receiving **Rs. 85.94 lakhs** of funds **from GO's and NGO's**. The research facilities are regularly updated and up-graded by procuring **high-end research instruments, equipments and softwares**. Numerous research related initiatives/activities conducted during last 5 years **motivated student's research** resulting in publication of **200 research articles** and **30 awards and recognitions in state and national research competitions**. **27% faculty received national/international fellowship/financial support**. Till date, **45 students have been awarded Ph.D.** and **46 students are pursuing** their degree under the guidance of **9 research guides** in 2022-23. Institute has published **358 research articles in UGC Care/Scopus-listed journals** and **222 book and book chapters**.

Till date, 16 granted patents, 07 startups and 23 entrepreneur registrations have been supported through institutional financial assistance. **Revenue of Rs. 66.43 lakhs** has been generated through **consultancy services**. Innovation initiatives helped to secure place in Government of India rankings like **NIRF (Rank band: 101-200, 2021 and 2022)**, **IIC (4 STAR 2021 and 2022)** and **ARIIA (Performer Status- 2021)**. **18 teachers** are recognized as **'Innovation Ambassadors'** by Ministry of Education, Government of India. Institute organized **210 extension activities through departments, NSS and NCC** which are well-recognized with **85 awards and recognitions by GO's and NGO's**. **126 MoUs, 200 collaborations and linkages** foster the academics and research of the institute.

Infrastructure and Learning Resources

The institute **campus is spread over 12.25 acres** with ideal infrastructure, encompassing physical facilities, library, IT infrastructure and timely maintenance ensuring good ambience for holistic development of students.

Physical Facilities: Includes **62 classrooms, 82 specialized laboratories, 10 research labs, 28 computer labs and a language lab.** Moreover, well-equipped auditoriums (02), conference halls (02), common instrumentation facility, innovation and incubation center, hostels, guest residence, cafeterias(02), staff quarters, students leisure place and ladies room are hosted in the campus. Institute ensures disabled friendliness through ramps, elevators, specialized toilets and tactile pavements in all buildings. The campus is under **24 hrs surveillance through 250 CCTVs and security guards.** Institute has open and covered auditorium/theatres, yoga lawn and meditation center, gymnasium (03), basketball (with flood light system), volley ball, table tennis and badminton courts. An average of **58.15% of expenditure excluding salary has been incurred for infrastructure augmentation during last five years.**

Library as a Learning Resource: Central Library of the institute is **fully automated** using Integrated Library Management System (ILMS) and has digitisation facility through **LIBRERIA (version 2.0.3715.28728)** from MKCL Ltd. Library has **membership of various e-resources** and houses diverse collection of books, journals, periodicals and digital resources. In last 5 years, an average of 2.36% expenditure has been incurred on library purchase and subscriptions.

IT Infrastructure: Office of Information Technology supervises the up-gradation and maintenance of IT infrastructure. This is facilitated by **IT policy**, appropriate budgetary provisions, latest hardwares, licensed softwares, antivirus protection, bandwidth and ERP systems. **42 classrooms, 03 seminar halls, a board meeting hall and IQAC meeting hall are ICT enabled with internet/Wi-Fi, LCD, smart boards and audio-visual facilities.** E-content development and transmission is through well-equipped **Media Center, Audio-video lecture capturing system** and **Rayatwani Community Radio Station (90.8 MHz).** The student's computer ratio in the institute is **4.69:1.**

Maintenance of Campus Infrastructure: An average of **37.39% of expenditure has been incurred on maintenance** of physical, sport, cultural and other academic support facilities during the last five years. Infrastructure policy makes budgetary provision of maintenance supported with through annual maintenance contracts with authorised external agencies.

Student Support and Progression

The institute adopts a **well-designed policy and mechanism** for scholarship facilities to the students from GOs and NGOs. In last 5 years, **65.10% students benefited through government scholarships and free ships;** wherein **7.97%** students benefited by non-government organizations. Students also benefited through **Institutional scholarship** such as Earn and learn Scheme Scholarship, Ex-YCians Scholarship, Sports Scholarship and **financial provision** through Students Aid Fund, Students Welfare Fund, Concession in Tuition Fees, Hostel Fees, Financial support of Sport, Cultural and Avishkar activities. Different activities under **soft skills (48), language and communication skills (45), life skills (107) and technology awareness initiatives (194)** were conducted for capability enhancement of students. The student council dynamically helps in enabling a student-friendly campus through their active participation in activities like **Youth Fests, Hackathon and Musical Programs.** During last five years, the institute organized **117 sports, cultural and allied competitions** including annual festivals such as **YC Sports Festival, YC Cultural Festival and YC Art Festival.** Students represented us at university, state, national and international level sports and cultural

competitions resulting in **168 awards/ medals**.

In last 5 years, **68.58% student's placement and progression** for higher education was achieved. **Competitive Exam Guidance Centre** of the institute is instrumental in providing guidance to diverse examinations resulting in successful entry of over **500 students in civil services** in recent past. **203 students qualified NET/SET/GATE examinations in last 5 years**. An effective system facilitated by statutory bodies has been put in place for student grievance redressal and prevention of sexual harassment. The Institution has adopted a zero-tolerance policy. Institute provides the **representation to the students in statutory committees** including IQAC, internal complain committee, grievances redressal cell and ragging prevention committee which provides academic and administrative experience to them. **Ex-YCians Association, a registered alumni association** contributed significantly towards institutional development through **financial support (Rs. 51.89 lakhs) and intellectual contribution** through their involvement in curriculum design, training and placement sessions, internships awareness, industrial visits, research projects, guest lectures, workshops, fund-raising, book donations, collaborations and the functioning of the IQAC.

Governance, Leadership and Management

The **vision and mission of the institute is well-defined** in tune with equipping students with knowledge and scientific attitude for living in the world of rapid technological change. The **well-structured governance** defines power and set rules, policies, procedures and informational guidelines. The institute ensures **decentralization; collaborative and participative management** is evident through **various committees/cell/clubs comprising of teaching, non-teaching staff and students representatives** which are coordinated by IQAC and duly reported in the CDC. The management provides opportunity to the faculty in administration as **Vice Principal (03), Deans (06), IQAC Director, CoE, Heads/Coordinators of Departments and Chairpersons of various cell/committees**. Governing Body administers the institutional activities wherein CDC recommends developmental measures and financial perspectives.

Finance Committee oversees financial decisions including systematic preparation of annual budget, utilization measures and rectification of regularly conducted financial audits. IQAC, Academic Council and Board of Studies ensure curriculum design, teaching-learning process, research, infrastructure and overall quality enhancement. Institute operates **e-Governance in administration, finance, admission, examination and library**.

Institute ensures effective staff welfare measures through **career development, financial assistance, medical support, awards and recognitions and different activities**. Moreover, institute provides facilities like cafeteria, vehicle parking, clean drinking water, ICT- computers, Wi-Fi. **85.54% faculty members benefitted through financial assistance** for registration and travel for academic events. In last 5 years, **74.31% teachers undergone through FDP/Orientation/Short Term Programs** organized by UGC-HRDC Centers and host institute (IQAC conducted **22 FDP/Trainings/Colleborative activities**). **34 conferences/seminars/workshops** focusing curriculum, recent advancements, research, infrastructure and other quality measures such as **Autonomy, NAAC, NEP-2020 etc. Rs. 520 lakhs received from philanthropist, government and non-government organizations** for diverse purposes (excluding Criterion III and V).

Implementation of autonomy, NEP-2020, Commencement of new programs (10 UG & 8 PG), Participation and rankings in NIRF, IIC and ARIIA, Commencement of Cluster University, C-III Center, Center of Excellence in AI, KBPRF (section 8 company), promotion of online learning, quality audits such as AAA, Energy, Gender, Green/Environmental, Laboratory, Fire, and

UGC-Autonomous are among the major quality initiatives institutionalized and monitored by IQAC. IQAC conducts regular meetings, timely AQAR submission, annual reports, publishing institutional newsletter and submitting reports to MIS and AISHE.

Institutional Values and Best Practices

The institute is committed to **enforce gender equality and generate affordable and clean energy aligning with UN sustainable development goals**. Institutional vision and mission is achieved by its commitment towards sustainability, inclusivity and gender sensitivity through value-based education and best practices. Institute integrated **solar panels (100 KV), biogas, LED and sensor-based technology in its quest for affordable and clean energy**. Institute encompasses solid waste management via **vermicomposting, liquid waste management via ETP Plant** and has organized collection of **e-waste and plastics**. The campus is adorned with **lush-green landscaping**, supported by **rainwater harvesting system, waste water management and artificial recharge methods for bore wells**. The campaigns including **No Vehicle Day, Plastic-Free Campus and Save Energy** promote environmental sustainability. The campus is known for **digitized botanical garden featuring QR codes, dedicated book on the flora and fauna of the campus, water pots and feeders for birds**. Institute conducts **periodic monitoring and annual audits of green campus, energy and laboratory practices** ensuring adherence to sustainability standards. Institute is **well-recognized by GOs and NGOs** for their environmental promotion efforts.

As per the **institutional policy for the disabled**, the institute created a **disable friendly website** and also extends support through various facilities. Through a myriad of cultural events, awareness rallies and celebration of days, the institute fosters **tolerance, harmony, regional awareness, linguistic diversity and cultural heritage** among students. In order to promote human values and civic engagement various events such as **constitution day, electoral literacy campaigns, cleanliness drives, tree plantations and blood donation camps instill human values, rights, duties and civic responsibilities**. A **prescribed code of conduct** ensures adherence to institutional principles across the stakeholders bolstered by awareness programs.

Institutional promotes two best practices namely 'Inculcating Self-Reliance through **Earn and Learn Scheme**' and '**YC Science Exhibition Cum Fair**' - Pioneering business-driven innovations. IQAC institutionalized the **department level best practices** across academic departments. **Promotion of science education and research is the institutional distinctiveness** for fostering innovative and productive research culture. Overall, the institute exemplifies holistic approach towards education laying the groundwork sustainably productive and socially responsible community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	YASHAVANTRAO CHAVAN INSTITUTE OF SCIENCE, SATARA
Address	Yashavantrao Chavan Institute of Science, Satara 533A, Sadar Bazar Camp, Satara - 415001
City	Satara
State	Maharashtra
Pin	415001
Website	www.ycis.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B. T. Jadhav	02162-234392	9421215973	02162-234392	ycis.satara65@gmail.com
IQAC / CIQA coordinator	Jaykumar J. Chavan	02162-234393	9421122648	02162-234392	jaychavansu@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1965
Date of grant of 'Autonomy' to the College by UGC	28-03-2018

University to which the college is affiliated

State	University name	Document
Maharashtra	Karmaveer Bhaurao Patil University Satara	View Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-02-1987	View Document
12B of UGC	22-06-2015	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	15-10-2010
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Department of Science and Technology Government of India
Date of recognition	15-11-2012

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Yashavantrao Chavan Institute of Science, Satara 533A, Sadar Bazar Camp, Satara - 415001	Semi-urban	12.25	26175.29

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Botany, Seed Technology	36	HSC	English	20	5
UG	BSc,Botany, Plant Protection	36	HSC	English	30	19
UG	BSc,Botany, Botany	36	HSC	English	45	30
UG	BSc,Physics, Physics	36	HSC	English	45	37
UG	BSc,Chemistry,Chemistry	36	HSC	English	120	95
UG	BSc,Zoology ,Fisheries	36	HSC	English	20	6
UG	BSc,Zoology ,Zoology	36	HSC	English	45	38
UG	BSc,Microbiology,Microbiology	36	HSC	English	90	75
UG	BSc,Electronics,Electronics	36	HSC	English	90	88
UG	BSc,Mathematics,Mathematics	36	HSC	English	40	17

UG	BSc,Statistics, Statistics	36	HSC	English	60	44
UG	BSc,Biotechnology, Biotechnology	36	HSC	English	60	60
UG	BSc,Nanoscience And Technology, Nanoscience and Technology	36	HSC	English	40	25
UG	BSc,Forensic Science,Forensic Science	36	HSC	English	90	84
UG	BSc,Animation Science,Animation Science	36	HSC	English	80	77
UG	BSc,Food Technology,Food Technology	36	HSC	English	60	54
UG	BSc,Drug Chemistry,Drug Chemistry	36	HSC	English	40	25
UG	BSc,Material Science,Material Science	36	HSC	English	20	6
UG	BSc,Computer Applications, Computer Application	36	HSC	English	120	107
UG	BSc,Instrumentation Science, Instrumentation Science	36	HSC	English	20	9
UG	BSc,Data Science,Data Science	36	HSC	English	120	96
UG	BSc,Bioinformatics	36	HSC	English	20	9

	maths,Bioinformatics					
UG	BSc,Economics,Economics	36	HSC	English	20	4
UG	Integrated(UG),Artificial Intelligence,Artificial Intelligence	36	HSC	English	120	104
UG	BVoc,Software Development,Software Development	36	HSC	English	70	67
UG	BSc,Computer Science,Computer Science Entire	36	HSC	English	120	111
UG	BSc,Computer Science,Computer Science	36	HSC	English	120	119
UG	BSc,Music Science,Music Science	36	HSC	English	20	12
UG	BSc,Military Science And Ncc,Military Science and NCC	36	HSC	English	20	14
PG	MSc,Botany, Botany	24	B.Sc.	English	20	7
PG	MSc,Physics, Physics	24	B.Sc.	English	20	9
PG	MSc,Chemistry,Chemistry	24	B.Sc.	English	120	120
PG	MSc,Zoology,Zoology	24	B.Sc.	English	20	20
PG	MSc,Zoology	24	B.Sc.	English	20	5

	y,Fisheries					
PG	MSc, Microbiology, Applied Microbiology	24	B.Sc.	English	40	40
PG	MSc, Electronics, Electronics	24	B.Sc.	English	40	34
PG	MSc, Mathematics, Mathematics	24	B.Sc.	English	20	15
PG	MSc, Statistics, Statistics	24	B.Sc.	English	40	40
PG	MSc, Biotechnology, Biotechnology	24	B.Sc.	English	40	38
PG	MSc, Forensic Science, Forensic Science	24	B.Sc.	English	20	15
PG	MSc, Animation Science, Animation Science	24	B.Sc.	English	20	11
PG	MSc, Food Technology, Food Technology	24	B.Sc.	English	20	20
PG	MSc, Data Science, Data Science	24	B.Sc.	English	20	9
PG	MSc, Computer Science, Computer Science	24	B.Sc.	English	40	36
Doctoral (Ph.D)	PhD or DPhil, Botany, Botany	36	M.Sc.	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Physics, Physics	36	M.Sc.	English	6	6

Doctoral (Ph.D)	PhD or DPhil ,Chemistry,Chemistry	36	M.Sc.	English	12	12
Doctoral (Ph.D)	PhD or DPhil ,Zoology,Zoology	36	M.Sc.	English	6	6
Doctoral (Ph.D)	PhD or DPhil ,Microbiology, Microbiology	36	M.Sc.	English	1	0
Doctoral (Ph.D)	PhD or DPhil ,Electronics, Electronics	36	M.Sc.	English	2	2
Doctoral (Ph.D)	PhD or DPhil ,Statistics, Statistics	36	M.Sc.	English	4	4
Doctoral (Ph.D)	PhD or DPhil ,Biotechnology, Biotechnology	36	M.Sc.	English	2	2
Doctoral (Ph.D)	PhD or DPhil, Food Technology, Food Processing and Packaging	36	M.Sc.	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Computer Science, Computer Science	36	M.Sc.	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				10				53			
Recruited	5	1	0	6	5	5	0	10	28	10	0	38
Yet to Recruit	0				0				15			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				143			
Recruited	0	0	0	0	0	0	0	0	47	96	0	143
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				103
Recruited	64	8	0	72
Yet to Recruit				31
Sanctioned by the Management/Society or Other Authorized Bodies				86
Recruited	65	21	0	86
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	3	4	0	14	5	0	32
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	2	1	0	14	3	0	20
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	7	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	43	89	0	132
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		21	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	1304	9	0	0	1313
	Female	1813	9	0	0	1822
	Others	0	0	0	0	0
PG	Male	268	0	0	0	268
	Female	528	0	0	0	528
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	16	0	0	0	16
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	151	200	187	159
	Female	209	258	250	212
	Others	0	0	0	0
ST	Male	9	11	7	10
	Female	21	13	12	8
	Others	0	0	0	0
OBC	Male	237	335	332	265
	Female	390	491	436	422
	Others	0	0	0	0
General	Male	814	705	733	833
	Female	1156	996	1064	1308
	Others	0	0	0	0
Others	Male	397	485	639	404
	Female	501	618	631	462
	Others	0	0	0	0
Total		3885	4112	4291	4083

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Animation Science	View Document
Artificial Intelligence	View Document
Bioinformatics	View Document
Biotechnology	View Document
Botany	View Document
Chemistry	View Document
Computer Applications	View Document
Computer Science	View Document
Data Science	View Document
Drug Chemistry	View Document
Economics	View Document
Electronics	View Document
Food Technology	View Document
Forensic Science	View Document
Instrumentation Science	View Document
Material Science	View Document
Mathematics	View Document
Microbiology	View Document
Military Science And Ncc	View Document
Music Science	View Document
Nanoscience And Technology	View Document
Physics	View Document
Software Development	View Document
Statistics	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	All the programmes offered by the institute have
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multidisciplinary/ interdisciplinary essence. The institute is a science faculty HEI which imparts education in fundamental and applied sciences. Under NEP-2020, the curriculum framework consists of different components/courses such as major, minor, open electives, vocational skill courses, skill enhancement courses, ability enhancement courses, Indian knowledge system and co-curricular courses. Moreover, the State Government of Maharashtra made it compulsory that students should choose their open/generic elective course strictly from other faculty thereby enabling multi- and transdisciplinary education opportunities. In this connection, institute made collaboration with the neighboring colleges for providing multi- and transdisciplinary courses to the students. This helps the students to get exposure to disciplines/faculty other than the core discipline/faculty chosen by them. Even before the implementation of NEP-2020, the institute provided interdisciplinary education through courses like plant protection, biochemistry, astrophysics, fisheries and seed technology. The institute offers programs such as Biotechnology, Computer Science, Animation Science, Forensic Science, Software Development, Economics, Bioinformatics, Instrumentation Science, Music Science, Food Technology, Artificial Intelligence, Nanoscience and Technology which also provides the multi-/interdisciplinary education opportunities to the students. Institute is geared up to start interdisciplinary programs at undergraduate level such as Journalism, Liberal Arts, Physical Fitness and Yoga Studies, Naturopathy, Psychology, Education and Environmental studies in near future. The short term courses especially entrepreneurship, communication skills, yoga, health and fitness, sports, music and soft skills courses are also offered to provide opportunities for the holistic development of the students. IQAC has taken several initiatives for the smooth incorporation of multidisciplinary in the curriculum. Following are the notable activities, • A Guest Lecture on UGC guidelines on ‘Transforming Higher Education Institutes into Multidisciplinary Institutions’. • National Seminar on NEP-2020 Policy • State Level Workshop on NEP 2020 Implementation Strategies in Maharashtra • Workshop on Curriculum Design under NEP-2020 Focusing Multidisciplinary Education • National Level Workshop on NEP-2020 Allied Syllabus

	<p>Framework for Autonomous Colleges • Workshop on Designing NEP-2020 Aligned Curriculum Framework for Science and Technology. • School-Connect Program to Higher Secondary Students.</p>
2. Academic bank of credits (ABC):	<p>As per directives of the UGC and Ministry of Education the institute has registered on National Academic Depository (NAD). Thereafter, IQAC has conducted the awareness workshop and hands-on-training regarding student's registration on the portal, credit accumulation process and utility of accumulated credits for awarding degree. The registration students of first and second year of all undergraduate programmes as well as all students of post-graduate programmes is done in the Academic Bank of Credits (ABC) and data is stored in the institutional database maintained by examination department. At the end of the academic year, the credits earned by the students are deposited in their respective ABC accounts through proper procedure.</p>
3. Skill development:	<p>The world is changing fast and learning new required skills is increasingly important to stay ahead of the curve. In today's rapidly evolving digital landscape, up-skilling and reskilling are essential for success in both personal and professional life. The institute designed the curriculum under NEP-2020 which imparts skill enhancement courses as the integral part e.g. vocational skill education and skill enhancement courses. Apart from the integration in core curriculum, the institute also offers 120 skill courses, 22 diploma and 18 advanced diploma courses. All the skill courses are designed by following the guidelines of National Skill Qualification Framework (NSQF). As per NSQF guidelines, the skill levels have been assigned to every skill course based on five outcome statements i.e. Process, Professional Knowledge, Professional Skill, Core Skill and Responsibility All these courses are approved by affiliating university. The assessment of the skill courses is primarily based on the practical skills. Research projects, Field visits, On-the-job training or Internships provide an opportunity for hands-on training, workplace experience, and increased acquisition of professional etiquettes, competencies as well as proficiency among students. A special focus is given to developing entrepreneurial and business skills amongst the students through different initiatives under Rashtriya Uchchatar Shiksha Abhiyan (RUSA)</p>

	<p>supported Entrepreneurship Development Cell. The professional development programmes inculcate soft skills and life skills among the students. Global skill requirements are being introduced to students with collaborative indicatives with KVK, Baramati in support with Microsoft, USA and Oxford University, UK as well as through membership and activities of United Nations Academic Impact (UNAI).</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP- 2020 recognizes the rich heritage of ancient and eternal Indian knowledge. Considering this value, the institute has offered 10 IKS (2 credit each) courses as integral part of the core curriculum of all the undergraduate programmes. These courses cover topics like Contribution of Electronics in Indian Knowledge System, History and Development of Forensic Science in India, History of Computers in India, Indian Agriculture, Indian Astronomy and Metallurgy, Indian Fine Arts, Indian Health Sciences, Indian Textiles, Vedic Mathematics and Vedic Microbiology. The curriculum of these courses is designed by considering the UGC guidelines and key points highlighted on IKS portal of Ministry of Education, Government of India. IQAC motivated the faculty members for IKS training under UGC-Human Resource Development Center organized Short Term Training Program of Indian Knowledge System. Many competitions, programmes and festivals based on IKS such as sport festival, cultural festival, art festival, and Indian music are also conducted in the college. Institutional initiatives such as Science Exhibition cum Fair, Earn and Learn Scheme, Street Plays, Extension Activities, and Celebration of Traditional Day also provide IKS flavor to the students. Availability of numerous books on IKS and Indian Culture in the central library provides resources to the students. Language courses are offered for all the undergraduate programs under ability enhancement courses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute offers 29 UG and 15 PG programs under Science Faculty and all these programmes are offered as outcome-based education (OBE) by keeping in mind the regional and global requirements. UGC guidelines of Learning Outcome based Curriculum Framework has been followed for designing all the programs of the institute. All the Board of Studies framed the Program Outcomes (PO's), Program Specific Outcomes (PSO's) and Course Outcomes</p>

	<p>(CO's) for each program and courses taught in the institute. These were clearly displayed on website, program specific QR codes at the departments and communicated to students through official social media platforms. The institute has developed well-defined strategy of mapping outcome attainments to measure learning outcomes. The graduate attributes defined by the institute are also considered while measuring the program learning outcomes. Alongside result analysis, the Blooms Taxonomy and learning levels of the students are considered for mapping the attainments of CO's and PO's. Students are assessed as per Outcome Based Education attainment model. The question papers and evaluation methods are designed in order to map the course outcomes. Evaluation of attainment of outcomes is carried out by giving appropriate weightage and fixing the standard. The OBE model defined by the institute supports the more holistic experience to the students instead of just focusing on knowledge delivery. Moreover, it also emphasizes on application of knowledge to real life situations.</p>
6. Distance education/online education:	<p>Institute is authorized center of YCMOU, Nashik and runs B. Lib. and M. Lib. Programs in distance mode. Institute facilitates the learners for online education through various MOOCs platform. Institute has G-Suite facility. ZOOM, Google Classroom, WebEx platforms are also used for online teaching and learning. Institute created online courses committee for creating awareness among teachers and students about available online education platforms including SWAYAM/NPTEL/COURSERA and other online platforms. Moreover, the institute established a local chapter of SWAYAM /NPTEL and collaboration for Virtual Lab of IIT Bombay. The institute have well established lecture recording facility. E-Content developed by the teachers for some modules is available to the students through institutional YouTube Channel. Central Library has provided N-LIST, a DELNET database through which students can access e-books and e- Journals. Moreover, institute allotted credits for completion of online courses for PG students. Provision of distance education programs through institutional platform is under process.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the institute has a set-up of Electoral Literacy Club (ELC) in 2021 for engaging all age group students through hands-on experience and interesting activities. The ELC is functioning with National Service Scheme (NSS). The key focus of the institutional ELC set up is targeting the new voters especially the age group of 18-21 years old pursuing their graduation and societal engagement.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The student co-ordinator and co-ordinating faculty member has been added to the institutional ELC Club for its appropriate functioning. The club works for planning and execution of the activities throughout the year. The ELC is functioning with the following objectives, • To sensitise the students on their electoral rights and familiarise them with the electoral process of registration and voting. • To stimulate and motivate students through interactive session such as learning meets, fun activities and games. • To educate the targeted populations regarding voter registration, electoral process and allied matters. • To supports the motive of Election Commission of India towards strengthening the culture of electoral participation among young and future voters. • Dr. Mrs. S. T. Mahanwar received best nodal officer of ELC club by the Collector of Satara District.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following initiatives undertaken by the ELC Club, • Right to Vote – Pledge • Right to Vote – Awareness in the institution and in nearby villages. • Right to Vote – Drawing, Rangoli and Essay competitions to college students • Right to Vote – Poster Competitions to college students • Right to Vote – Mims and Street play. • Special Camp for EVM and integrity of electoral process. • Faculty participation in various trainings organized by election commission. • Faculty participation in various election duties. • Promotion of voting among senior citizens and disabled persons • Celebration of National Voters Day.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to</p>	<p>Institute runs two credit compulsory courses to all UG students by the name 'Democracy, Election and Good Governance (DEGG)' and 'Introduction to Indian Constitution (IIC)'. Moreover, institute</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>availed Political Science (PS) and Public Administration (PA) as open elective subjects for UG students. The syllabi of aforementioned courses (DEGG, IIC, PS and PA) has been designed by the faculty and approved in respective board of studies (Open Elective Board). Special provision is made for awareness programs on election, democracy and constitution by arranging guest lectures of experts. Institute also fosters the electoral process and its awareness through survey and minor research projects through institutional data center. The intuitional ELC conducted awareness drives to school students and community through special display stall in institutional best practice i.e. YC Science Exhibition cum Fair. Institution carried out extension activities through the students to the neighboring schools and junior colleges on said topics. Moreover, ELC also instrumental in awareness of graduate's constituency and teacher's constituency election process as well as celebration of Samvidhan Din. The student designed poster has been published on the back cover of the 'District Socio-economic Review' published by District Statistical Planning Office, Satara.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>ELC conducts year-wise camps for enrolment of new student voters above 18 years age. The institute conducts induction and awareness programs on the role of youth voters in the strengthening of democracy.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3885	4112	4291	4083	3822
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1384	1340	1391	1212	1157
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	80	76	78	78
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 98

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
972.74	809.73	349.84	447.67	627.81
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The changing scenario of higher education demands the well-shaped graduates not only furnished with knowledge, but also having capability of facing the challenges evolving in digital era. The institute designed the **updated and multifaceted quality-driven curricula** to augment the **vibes of creativity and innovation** by realizing the **industrial needs, entrepreneurial domain and the arena of public sector**.

Being the science faculty institution, the vision facilitates the inter- and multidisciplinary in the curricula. Curriculum design and development is done through a **well-defined process** through **21 Board of Studies**, which comprises expert representation from education and other sectors. These boards design the curricula of **29 UG, 15 PG programs and 206 short term courses**. Institution follows **curricular planning, designing, development, differentiation, implementation, evaluation, integration and incorporating feedback** inputs of stakeholder's to ensure quality enhancement in all aspects of the teaching learning process. After approval, the Academic Council sends the curricula to the Governing Body for formal confirmation.

- **Local and regional developmental needs:**

Satara is a **Semi-Urban City** with majority of **students from rural background** and the income of the community is largely from agricultural domain. Alongside the traditional programs, inception of **plant protection, seed technology, biotechnology, fisheries, food technology and agricultural economics** are crucial in the development of the city and neighbouring region. The **project component and the case studies** embedded in all the programs give leverage to the students to undertake the problems based on local and regional relevance. In addition, **subject specific extension activities** enable the students to engage in interaction with villagers, farmers, government agencies in and around Satara city. The programs such as **drug chemistry, applied microbiology, material science, nanoscience and technology, animation science** are introduced by considering the developing industrial belt in the vicinity of the institute. The short term courses especially relating to **marketing, management, agricultural business, dairy technology, household chemicals** provide the **entrepreneurial and business skills**.

- **National and global developmental needs:**

To keep pace with the changing era, the institute has introduced several new age programs of **Data**

Science, Artificial Intelligence and Machine Learning, IoT, Data Science, Computer Application alongside courses on Biodiversity Conservation, Food Safety and Tissue Culture etc. In addition, courses on Entrepreneurship skills are in accordance with Start-up India policy and several courses that are in-tune with the national mission of 'Make-in-India' pave way for the economic growth of the nation. Many programs contain modules on **impact of global climate change, waste management, energy conservation, Food and nutrition that sensitize the students to global environment and health issues**. A range of **co-curricular and extra-curricular courses and activities** are also cased to ensure the students as useful part in national and global development.

The PO's and CO's of all the programs are in tune with the mission statements of the institute and **NEP-2020** by considering **graduate attributes**, domain specific knowledge, problem solving and communication skills, professional ethics, social responsibilities and attitude. The curriculum is effectively implemented using ICT tools. **QR code linked curriculum with PO and CO's** is available on institutional website.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The institute offers 29 UG programs and 15 PG programs in science assembled focused with employability, entrepreneurship and skill development. As per demand and need, **institute has introduced 10 new programs at UG level - B.Voc (Software Development), B.Sc. (Drug Chemistry; Material Science; Military Science and NCC; Computer Applications; Data Science; Bioinformatics; Instrumentation Science; Economics; Music Science), integrated UG-PG (Artificial Intelligence) and 08 new programs at PG level - M.Sc. (Biotechnology; Electronics; Fisheries; Computer Science; Food Technology; Data Science; Forensic Science; Animation Science)** since 3rd cycle NAAC assessment and Accreditation. The programs imposed to inculcate different skills such as communication, team work, problem solving, decision making, analytical thinking, and resiliency as imperative life skills. As we are inching towards the fourth phase of the industrial revolution, employers are on the lookout for talent that possesses domain expertise along with digital literacy and industry-relevant skills.

Curricula of all **conventional, self-financing and professional programs** run by the institute focuses the employability, entrepreneurship and skill development. However, UG programs in Biotechnology, Food Technology, Drug Chemistry, Material Science, Computer Science, Animation Science, Forensic Science, Software Development, Artificial Intelligence and Data Science have strengthened the job and entrepreneurial opportunities to the students. Compulsory **internships and research/field projects** for

final year students of all the programs provides the insights on current industrial and corporate needs. **Mandatory integration of basic numerical and entrepreneurship skill courses in all the UG programs** fosters critical thinking, problem-solving ability as well entrepreneurial opportunities. The **courses on ability enhancement help** in improvement of communication skills.

The institute offers a rich basket of **Vocational Diploma (22), Advanced Diploma (15) and Skill (149) Courses (designed as per NSQF guidelines)** which nourished technical skills, soft skills, life skills and transferable skills. These competencies will help them to select and shape their career path as employees or entrepreneurs. Most of these courses are supported by the industries and corporate sector including **TATA Technologies, Cooper Corporation Pvt. Ltd., BOSCH**, etc.

The institute has well-structured curricula re-design and revision process. Institute considers the collects the feedback from the stakeholders, recent developments in the subjects, relevance and appropriateness of employability, entrepreneurship and skill development during revision and redesign of curricula. The Board of studies encompassing academic, research and industrial experts re-designs and revise the curricula, the Academic Council rigorously examines and confirms the alignment of the graduate attributes and the final checks and approval is done by the Governing Body of the institute.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 82.29

1.2.1.1 Number of new courses introduced during the last five years:

Response: 827

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1005

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

In the 21st Century inculcation of cross-cutting issues of the society such as Moral Values, Human Values, Professional Ethics, Ethical Values, Gender Equality, Environmental Awareness, and Sustainability are of equal importance in a curriculum. **Taking this into account the institute has made these cross-cutting issues an inseparable part of the curriculum.**

Universal Human Values and Professional Ethics:

Alongside the core curricula, **add on course titled Universal Human Values and Professional Ethics and courses focusing on the right understanding of human values and harmony** with the self, family, society and nature is also provided by the institute. It also emphasizes on the implication of holistic understanding of harmony in professional ethics. **The faculty is encouraged to participate in FDP related to cross-cutting issues.** The **celebration of days** like Human Right Day, Independence Day, International Yoga Day, Republic Day, Women's Day, Teacher's day, Readers Day, No vehicle day etc inculcates moral, ethical and social values among students. On job training, internship, project and seminar foster the professional ethics and improve soft skills of students.

Gender Sensitization:

NEP-2020 prescribes gender as cross cutting priority to achieve gender equality in education. Institute runs **Gender Equity Course** and activities for students. **Ability Enhancement Course for B.Sc. I and III** entitled **English for Communication** contains Prose and Poetry units dealing with gender equality. Diploma Course in Personality Development and Soft Skills Development has units which address the gender issues. The committees/cell like Grievance Redressal, Internal Complain, Counselling, Ragging Prevention, Rational Thinking, Cultural, Human Values and Professional Ethics and Women

Empowerment Cell strive hard to promote gender sensitivity through diverse programs. It works for the welfare of the students and faculty by boosting their self-esteem and providing opportunity to assert their rights without limitations and restrictions such as education, profession and lifestyle.

By gender, the institute provides **co-education** and over **60% girl students are enrolled**. Equal opportunities have been provided to participate in curricular activities (project, internship) and extra-curricular activities like NSS, NCC, Sports, Cultural etc.

Environment and Sustainability:

The curriculum of all undergraduate programs has compulsory course on “Environment & Ecology” at B.Sc. II for creating knowledge and developing importance of environment. Alongside, the topics related to sustainable environment are included as an integral part of curriculum of the programs such as Biotechnology, Botany, Chemistry, Microbiology and Zoology. Students undertake research projects which addresses the environment and sustainability issues. The **institute is situated near to world heritage site i.e. Kaas Plateau**. Students and faculty are encouraged to undertake projects on biodiversity and its conservation through plantation drives and **published the flora and fauna of Kaas Plateau**. Institutional clubs including Science Association, Nature Club regularly conducts quiz competitions and biodiversity center visits addressing environmental issues and strategies for conservation.

Initiatives of **NSS and NCC** also contribute significantly in addressing and enriching the entire cross cutting issues. Moreover, **eco-friendly initiatives** including rainwater harvesting, energy-saving lamps, solar panels, waste management and water recycling measures creates awareness amongst the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 258

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format (data template)	View Document
Evidence of course completion, like course completion certificate etc	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 88.24

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 30

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 34

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.11

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1479	1439	1597	1656	1674

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1750	1690	1710	1770	1690

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 69.03

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
453	448	485	468	466

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

2022-23	2021-22	2020-21	2019-20	2018-19
683	659	667	693	659

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

All students are gifted with different learning abilities. This fact is rightly acknowledged by our institute

and efforts are made to ensure that all students are able to undergo the learning process without any bias or differentiation of any kind. Till 2019-20, UGC supported Remedial Coaching Scheme was provided to the students of socially challenged categories. The students were given extra classes as per a time table to bridge them to the respective curriculum.

In addition to this, the Institute has an exclusive committee “Slow and Advanced Learners” for addressing and assessing the issues of different learning capacities of students. This committee, earlier known as “Progressive and Talent Batch Committee”, monitors the events undertaken for the slow and advanced learners. A diagnostic test is conducted for students at the beginning of the academic year. A multiple choice test is conducted to test the IQ and general subject knowledge of the students. The test is conducted at the department level. The top 5 rankers of the diagnostic test are classified under Talent batch (Advanced learners) whereas the five least scoring students are categorized as Progressive Batch (Slow Learners). For the advanced learners, in each semester three tests are conducted based on the curriculum to keep them abreast with the curriculum. For the slow learners, home assignments, group discussions, open book tests are organized to provide them a student- centric approach towards the curriculum learning. Book review and peer learning methodology are implemented for both the groups. Feedback is taken from the students at the end of the academic year to gauge the effectiveness of the entire scheme.

Also to inculcate the basics of learning process in the students and to remove the barrier of gauging the students just on the basis of marks, since last two years, a workshop to orient the students towards their learner type were conducted. This helped to overcome the inferiority and superiority complex of the students and enabled them to identify their individual learning styles so that learning becomes an enjoyable process for them. A special provision of Scholar card is made for all the students who were categorised as advanced learners. The student can issue extra books above the normal weekly limit allotted to the students.

From the Advanced Learners, our students attained Scholarships (Malhotra Weikfield Foundation), meritorious student awards, Avishkar Awards etc. For eg., Ms Mrunal Katkar (progressive learner) from Department of food technology was a part of the award winning Yuvautsav Satara Pathnatya. Also, Mr Prajwal Dhamal progressed from slow learner in B. Sc. III to advanced learner in M. Sc. and employment in Government service. The monitoring of the results and achievements of the students helps the faculty gauge the outcome of their efforts so that they can employ various strategies to cater to the different abilities of the students.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 47.38

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Blackboard teaching has always been and can never be replaced as the teaching mode in a conventional classroom. But the fact that it is always not enough cannot be denied. Hence a number of teaching pedagogies which are student centric in nature are implemented by the faculty. Faculty members were encouraged to participate in FDPs to familiarise them to the latest updates in teaching pedagogies. Also to ensure that student centric pedagogies are strictly implemented, the various forms of learning have been integrated in the evaluation structure.

Participative learning methodologies like Seminars, group discussion, book reviews, flipped classrooms and paper presentations are being undertaken at undergraduate and postgraduate levels. The participative methodologies help in instilling the spirit of confidence, team work and healthy competition amongst the students. Also, the student learns to pay close attention to the deliberations of the peers and enter into fruitful discussions opening up avenues for constructive thinking.

Experiential learning methodologies implemented by the institute include practicals, projects, field trips, case studies, research training and industrial training. Practical are an integral part of the science curriculum. The understanding of the theoretical aspects are enhanced by the practical hands- on experience. Research training and industrial training have been made mandatory for the Masters students. The exposure to on site locations and industries helps the students understand the exact need of the industry and society. The case study encourages the students to venture and interact in the society helping them relate their learning to real life scenarios.

Assignments, quizzes, Hackathon, Model based Learning, Project based learning and PD3P4 activities are a part of the problem-solving methodologies implemented for the students for enhancing the learning experience. Our faculty also engages in the use of innovative game based activities like crossword puzzles, scrambled words, to make the learning experience more student- centric.

The Covid-19 pandemic led to the effective integration of IT in the teaching-learning process. The Google classroom and Zoom platform, digital library were used mostly for content sharing as per the subject thereby making the access convenient for students. Whatsapp and Telegram social media apps are also used for digital communication and content delivery to students. Content from Creative commons platform and you tube is also used by the faculty for curriculum delivery. Use of online apps, websites, software's and simulations through V- Labs enable hands- on exercise for the students. Internet becomes useful in the explanation and hands- on exposure to students to concepts of bioinformatics and computer science. Mendeleys, Zotero, Researcher, Sci-finder, Grammarly are used as reference management tools by Master's students for their projects. AI enabled apps like Open AI, Chat GPT are also being used by the students. Our institute encourages students as well as faculty towards continuous pursuit of learning not only in the institute but also through online programs certified by the government of India. In the last five years, 200 participants (students and faculty) enrolled for NPTEL courses exams and 60 participants (50 students and 10 faculty) completed the courses successfully.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Institute is the abode of learning for the students. In order to give personal attention to all students, the institute has a multi- level mentoring system which addresses academic as well as psychological aspects.

- **Mentor-mentee scheme** (formerly parent teacher scheme): In this each faculty is allotted twenty students under their mentorship. The faculty conduct three meetings in each semester with their mentees during which they monitor the academic progress of the student. The mentors also come to know about the social, economic background of the students and also their extra-curricular inclinations. This helps to promote the students for schemes like earn and learn, and extra-curricular activities like College Magazine, Cultural festivals and Sports Competitions. In these sessions the academic, personal and emotional difficulties faced by the students are also discussed and necessary counselling is done. At the end of the year the mentors report their mentorship experience to the chairperson. The parent teacher forms also allot space for suggestions from the students which are duly conveyed to the chairperson on whom the higher authorities ponder upon and take necessary measures.
- **Counselling Cell:** An exclusive counselling cell is established in the institute which includes a certified doctor or counsellor apart from faculty members. The counsellor is available in the institute as per a schedule during which the students can approach and discuss their emotional or psychological problems. A private area is provided in the institute premises where the counselling sessions can be carried out. Most of the times verbal counselling helps the students, but wherever

needed the counsellors advice for expert opinion which is enabled either by the institute or intimated to the parents of the respective students. The anonymity of the students is maintained by the committee as part of the counselling ethics.

- **Academic Counselling:** Each class has a class teacher to whom the students can approach and discuss academic difficulties faced by them which are duly addressed and solved. Around the year the various student activities are earmarked for which the institute makes due financial provisions. MBL, PBL, PD3P4, Product based learning, Science Exhibition, Avishkar and YC fair in which the students are allotted a faculty as mentor who guide them towards their scientific projects or product design or products. These activities have led to students publications in journals, oral as well as poster presentations in national and international conferences and publication of patents. The students who come up with innovative ideas are provided mentorship towards product development through YC-CIII.
- **Career Counselling:** Institutional Training and Placement Cell is instrumental in conducting activities which focuses on mentoring the students to get successfully placed in companies. The students are mentored on interview skills, CV writing skills and communication skills. Also the institute has conducted events focussing on higher education opportunities so that the students get guided about the opportunities to be availed in the field of higher education both in India as well as abroad. Also, students participating in the Earn and Learn Scheme are mentored to become self- independent financially.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Before the beginning of each academic session in the last five years, the academic calendars were prepared by the IQAC after a joint discussion with the Principal, Deans and Controller of Examinations. The academic calendars were duly displayed on the institutional website and were also an integral part of the admission prospectus. This enabled the students, faculty and authorities to be aware about the schedule of events planned for the respective academic years. Major academic meetings like that of BoS, Academic Council, Governing Body, Campus Development Cell were conducted on time barring a few which were scheduled as per the availability of the chairpersons of the respective administrative committee. The timely meetings of the top rung was instrumental in the quick implementation of the new changes incorporated in the institute's policies. This ensured the timely completion of academic and evaluation process. All the important observations and celebrations were observed as per schedule. All

the activities planned in the academic year are executed through the committees which consist of teaching faculty and student members. The Board of Deans mentors the committees and also tracks the progress of the work at the end of each semester. All the major student centric events (co- curricular as well as extra-curricular) were also undertaken as per schedule. In each year a minimum of two international meets and three national deliberations have been organised by the institute in the last five years as per the plan of the institute.

The start of the admission process coincides with the preparation of the teaching plans of the departments. The time table committee looks into the proper utilization of infrastructure so that classes are available for each of the lecture period scheduled in the time table. The examination cell prepares the examination calendar in which the internal exams and end-semester exams are scheduled and displayed to the students at the beginning of each semester ensuring their conduction as per the schedule. At the end of each academic month, the Principal and Board of Deans held a meeting with all the Head of Departments. In these meetings the overall teaching plan implementation of all the departments is gauged critically and necessary suggestions are imparted so that the respective changes may be implemented. This ensured that the updates were conveyed to all the Departments and timely implementation became the responsibility of the respective departments. At the individual level, all faculty members prepare their teaching plans as per the curriculum allotted to them at the beginning of each semester. The teaching-learning process proceeds as per the individual planning which is in accordance with the department time table and which in turn is as per the Central teaching plan made by the institute.

At the start and end of each semester the Principal meets all the faculty members of the institute wherein the academic plans, teaching plans, committee works and achievements are discussed. This creates a positive work culture in the institute which ensures the adherence of all the things planned.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 91

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
86	86	88	87	87

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 73.47**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 72

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 16.21**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1329

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 84.62**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 66

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years****Response:** 19.8**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	16	18	9	37

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.89

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
35	38	33	3	15

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3590	3944	4635	224	1559

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

A transparent, efficient, unbiased and full proof examination process mirrors the quality of the teaching learning process of the institute. The examination cell prepares the examination calendar in accordance to the Academic Calendar of the institute which is duly displayed on the website and communicated to faculty and students on the social networking platforms. The schedule is also personally communicated to all the departments through e- mail. So IT integration in the form of website, social media platforms, e-mails as well as hardcopy notices leads to effective communication of the updates related to the evaluation process.

The institute follows semester pattern as per the norms of UGC. After getting autonomous in 2018-19, the institute adopted the 60:40 pattern (End semester Exam: Continuous Internal Assessment) to ascertain the effective attainment of the learning outcomes by the students. Internal assessment is formative in structure inclusive of student centric activities thereby ensuring continuous internal evaluation of the students throughout the year. The First year students are supposed to give case study, B.Sc. II– Project, B.Sc. II-Seminar, M.Sc. I– Group Discussion, M.Sc. II– Project, Book Review. The teachers prepare the rubrics to cover all the evaluation patterns thereby ensuring a fair unbiased evaluation. The internal marks are filled by the respective teachers through the EMS software according to the schedule decided by examination cell which ensures error-free mark filling.

The examination process has integration of IT from the very beginning of autonomy. ETH digital campus software was integrated with the process of Exam form filling, Exam paper generation and CAP process and result preparation. During the Covid times, the entire examination process was conducted in the online mode with the use of Zoom platform, G-suite, Telegram and Whatsapp. The exams were conducted simultaneously on Google classroom and Google meet to ensure that the students didn't resort to unfair means during the exams. The submissions (journals, assignments, case studies, projects) were done online on the Google classroom.

In 2020, our parent institute prepared its indigenous Rayat-ERP software which handled the examination process. Since the student strength and number of exams are vast in our institute, the institute switched over to cims software in 2022-23 to provide IT support to the examination department, faculty and students. Almost all exam related information like Exam form filling, Exam details, provisional mark list, final mark list, applications for revaluations as well as other exam related grievances are now a click away for the students. Since 2022-23, the evaluation details of our students are centrally linked to the Government process via ABC IDs enabled through IT. IT integration has a lot of advantages but the examination cell firmly believes in the stringency of certain processes in the system which need not be

integrated totally with Internet technology. And therefore, the paper setting and centralized assessment process is still done in the offline mode. Overall, IT integration is really useful in communication of evaluation process, marks entry and declaration of results within the stipulated timeframe.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The Program outcomes and course outcomes for all the programmes are well stated in the syllabus and is displayed on the institute's website for convenient access to all the stakeholders, i.e, teachers, students, parents and peers. At the beginning of the academic year an induction programme is conducted for all the students to acquaint them not only to the institute but also to the outcomes expected from them when they graduate out of the institute. At the beginning of each unit of the course the teachers devote considerable amount of time in conveying the objectives and outcomes of the topic to be taught. This not only proves beneficial for the faculty in micromanaging their teaching methodologies and evaluation process but also enable the student to focus on the topic with an outcome based perspective. Also in the parent teachers meeting the parents are informed clearly about the vision, mission of the institute as well as the objectives and outcomes of the various programs provided by the institute. The feedback mechanism also ensures that the students and other stakeholders go through the syllabi, program outcomes and course outcomes before answering the question in the feedback form. At the end of the academic year, the feedback process involves the input of students on curriculum. The analysis of the feedback serves as the feeder for the updating of the curriculum in the consecutive year. The feedback on curriculum is also taken from parents and employers and the analysis of the same is used to update the respective outcomes as per the need of the stakeholders, industry and society. Thus the program and course outcomes are effectively conveyed to all the stakeholders.

Attainment of Programme Outcomes

The institution uses both direct and indirect methods to calculate the attainment of course outcomes (Cos) and program outcomes (POs). The direct method takes into account the student's performance on the final exam of the semester as well as their internal evaluation. At the undergraduate level, internal evaluation consists of two internal semester exams and one mid-semester exam. For graduate courses, additional assessment activities include book reviews, open-book exams, homework assignments, surveys, seminars, group discussions, and innovative idea presentations. Students' placement and

development are taken into account for the indirect method. First, we assess each program's course outcome attainment level. Then, program outcome attainment levels are estimated using direct (academic results) and indirect attainment levels (progression and placement).

The institute has formally mapped the attainments in the last three years of autonomy and attained an average of Level 4 for general science programs and Level 5 for professional science programs. The attainment levels provide us guidelines for setting benchmarks in delivering quality education with each progressive year.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 91.11

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 1261

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.96

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institution's Research facilities are frequently updated and uploaded on institutional website.

Research facilities are frequently updated, equipments and software's required for enriching research and support activities were procured from institutional funds and grants received from different agencies. The Research Promotion is encouraged by blending faculty research with the conduct of research project dissertation by students. The institute has 10 research centers approved by affiliating university and research laboratories and a common facility centre with high end equipments including Scanning Electron Microscope (SEM), X-Ray Diffractometer (XRD), High performance Liquid Chromatography (HPLC), UV-Vis Spectrophotometer with DRS, Polymer Chain Reactor (PCR), Gel Documentation System, Electrospinning Unit etc. During last five years institution has procured instruments worth Rs. 2.35 Cr. The license copies of computational softwares viz. MATLAB, ORIGIN, R-Software, OS-Forensic workstation and SPSS software's are also available.

The institution has a well formulated research policy with following objectives

- Promoting research culture among staff and students
- Insisting the researchers to maintain honesty and originality in research.
- Resource mobilization through research funding from various funding agencies.
- Encouragement for high quality publications.
- Students and faculty exchange through academic and industrial linkages
- Creation of research knowledge and acquiring rights on it through IPR and further creation of useful materials, technologies, systems, or methods, including the design and development of procedures, prototypes and useful products for society.
- To motivate faculties for research commercialization processes and creation of standard operating procedures for it.
- Provision of library resources comprising print and online journals, computing resources, Internet facility and software tools to faculty and research scholars.
- Provision of fees and incentives for quality publications, IPR, prototypes and startups.

Evidences of Success:

- An amount of Rs. 27.57 lakhs have been provided sanctioned for minor research projects as institutional seed money in the last 5 years and grant worth of Rs. 84.35 lakhs received for Major and Minor Research Projects from different funding agencies viz. DST, SERB, DBT-STAR, RUSA, Shivaji University Kolhapur etc.
- Research encouragement amongst student through different schemes viz. Model Based Learning (MBL), Project Based Learning (PBL), Project-Design-Development-Demonstration-Prototype-

Product-Patent -Publication (PD3P4), Research poster were initiated in the institute and outcomes of these projects are published in terms of patents and institute initiated *Students Science Research Journal*, till date 250 research papers published by students of UG and PG.

- The faculty members have published 375 research articles in UGC care/Scopus listed, peer-reviewed journals of national and international repute. In all, there are 180 publications in the form of books, book chapters in the assessment period. Students (30) achieved success at Avishkar competitions, which is an initiative of the Governor, Government of Maharashtra to promote research culture amongst the students.
- In last five years, the institute has organized Sixty Seven (67) conferences, seminars, workshops, and webinars on recent advances in sciences. Guest Lectures, hands on trainings were arranged with special emphasis on research methodology, research skill enhancement and recent advances in respected subjects.
- Institute has organized Twelve (12) seminars, workshops with special emphasis on Intellectual Property Rights.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 14.31

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.5	5.0	3.5	0.5	2.81

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 25.51

3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Response: 25

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 64.04

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.04

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

Response: 04

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year**Response:** 10.98**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 9

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem**3.3.1**

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

- The institute has created well established equipped ecosystem for IKS, innovation, incubation, IPR and technology transfer through **well-defined policies**.
- Institute has established **Yashavantrao Chavan Center for Invention Innovation and Incubation** through the **industry-academia partnership with Tata Technologies Ltd. Science and Technology Park, Pune** and Rayat Shikshan Sanstha, Satara with the financial support from RUSA, Government of India. The center fosters the innovation culture lead to strive identification, promotion and support to start-ups and budding entrepreneurs. It also conducts idea competitions and Hackathon to elevate the entrepreneurial opportunities and technology development. Moreover, the centers avails incubation and co-working facility alongside mentoring, workplace, meeting areas, design engineering and prototyping facility, manufacturing, skill training courses, FABLAB services, Makers Lab, and Startup Clinic facility.
- **Centre of Excellence in Artificial Intelligence Application Development (CE-AIAD)** promotes the next generation research through 13 Research Projects related to Artificial Intelligence in agriculture sector. The projects are mentored by experts of Oxford University, UK. The institute connected with Oxford through the KVK, Baramati (Funded by ICAR, New Delhi).
- To assist, support and facilitate the incubation ecosystem of CIII Centre, **a section-8 company named Karmaveer Bhaurao Patil Research Foundation (KBPRF)** is formed.

Indian Knowledge System is an integral part of the core curriculum under NEP-2020 from academic year 2023-24. Institute has IKS implementation cell and departmental coordinators which follows the guidelines of UGC. The relevant IKS courses have been integrated in all the undergraduate programs. Moreover, institute motivates the faculty for participation in IKS based Orientation, Refresher and Short Term Programs.

Initiatives for creation and transfer of knowledge

The Institute has created a vibrant local ecosystem and start-up supporting mechanism by establishment of institutional **Research office** composing Research officer, IPR officer, Technology Transfer officer and Marketing Manager. This office initiates the fruitful conversion on innovative ideas, technologies, deliverables and IPR documents developed by students and faculty.

Institute has been providing strong efforts to promote awareness of Intellectual Property Rights (IPR) and startups through various engaging activities like **IPR trainings workshops, start-up success stories, start-up trainings** etc. In last 5 years, **23 IPR workshops** have been organised. This lead to **35 Patent applications resulting in 16 granted patents, registration of 7 start-ups and 23 young entrepreneurs** for new business ideas through institutional support. Moreover, institute occupied position in innovation based ranking of Government of India such as **4 STAR (2021) and 3.5 STAR (2021-22) ranking in IIC, Performer Status in ARIIA (2021)**. Total **18 faculty members** have completed basic and advanced **innovation ambassador** training by MHRD. This success is a testament to our institute's dedication to promoting innovation and knowledge dissemination.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 5.11

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 46

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 3.65**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 358

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document
Link re-directing to journal source-cite website in case of digital journals	View Document
Links to the paper published in journals listed in UGC CARE list	View Document

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.46**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 45

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**Response:** 8.99

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 17

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 65.99**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
36.49	25.70	3.38	0.41	0.01

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Extension and outreach programs through activities of NSS, NCC units and various departments of the institute may bring communal changes in the surrounding rural areas. During assessment period, NSS special camps were set up in nearby villages. The Institute organizes a number of extension activities by encouraging students and faculties for their active participation to promote Institute-neighborhood community association with sensitization of the students towards community needs. Institute is having **3 NSS units with 300 Students. NSS volunteers are addressing social concerns like, cleanliness, tree plantation drives. Rallies on social issues like ‘Anti-addiction day’, ‘Save Girl Child’, Beti Bachao Beti Padhao, COVID-19 awareness etc.** Such rallies instigate a sense of social responsibility and create awareness amongst the community. *Environmental awareness, blood donation camps. Celebration of: Independence Day, Republic Day, Constitution Day, Women's Day, Yoga Day, No Vehicle Day, Anniversaries of great personalities, Safety Road Abhiyan etc.* The NCC unit of the institute comes under 22 MAh. BN. NCC Satara. It strives to foster attributes such as developing qualities of leadership, patriotism, maintaining discipline, character building, a spirit of adventure, and the ideal of self-service. There are **2 NCC units having total 160 student capacity including girls unit.** The NCC unit of the institute organizes various extension activities such as *tree plantation drives, compost pit construction,*

statue cleaning, cleanliness drives and water body cleaning. It also organizes rallies on social issues such as national integrity, anti-drug awareness, and AIDS awareness. Aside from the NSS and NCC units, the institute's various departments are aware of their responsibilities to shape stakeholders into responsible citizens of the country by making them aware of social issues through various activities. Each department organizes subject specific activities for the community and special budgetary provision is made for it. Departmental extension activities comprise *social media and cyber crime awareness, digital literacy, cashless awareness, energy conservation, food safety and adulteration awareness, soft skills, and career guidance.* Overall, over **5000 beneficiaries** have been recorded under these activities during the assessment period. All these activities have a positive impact on the students.

Outcomes: Working together with other individuals, students *learn to negotiate, communicate, manage conflict, and lead others.* Such programs sensitize the student volunteers towards social issues and take on the challenges of the less privileged sections of society. Involvement in these extension and outreach activities helps the students develop critical thinking skills and time management. Working outside the college campus and with diversified social groups of people allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well-mannered citizens.

The institute also provides financial support for extension activities. A total of **227 extension activities** and outreach programs were conducted through departmental, NSS and NCC. Each department is involved in highlighting social awareness, conservation of environment, health awareness, gender sensitization & human values. It includes the quick response through services extended by the college during the natural calamities of the flood occurred in Sangli district of the Western Maharashtra in 2019-20. Institute staff, students and management contributed excellently during the COVID-19 pandemic situation as corona warriors, provision of infrastructure, finance and preventing aids.

The college has received **85 awards and recognitions** for recognition of extension activities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years

Response: 96

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
21	26	15	14	20

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration

3.7.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Response: 88

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The institute provides adequate physical infrastructure and its efficient utilization in order to establish educational excellence through technological tools for holistic development of students. The campus set in 12.25 Acres and has a total built-up area of 26175.29 sq. meters. Institute have 62 classrooms, 85 laboratories (10 labs are recognized for Ph.D.) and 28 computer labs in 10 buildings. 47 classrooms are ICT enabled. Institute ensures disabled friendliness through the provision of ramps, elevators/lift, specialized toilets and tactile pavement in all buildings. Institute has state-of-the-art infrastructure for Common facility centre, Center for Invention, Innovation and Incubation and Center of Excellence in Artificial Intelligence in Application Development. Hostels (girls and boys), staff quarters, principal residency, leisure places, consumer store are among the other notable infrastructural facilities in the campus. The entire campus is under 24x7 hrs CCTV observation over (250+) cameras and security guards are present to ensure safety of the campus. Special laboratories like light box lab, data analysis, data training, mathematical model development, mobile forensic workstation, zoology and botany museum, household chemical manufacturing unit, food sensory evaluation unit, telescope unit, nanomaterials fabrication lab, gas sensing unit, microbial testing lab are the highlights of the institute.

Institute has **Central Library with 3 extensions in the campus**. Institute have 2 spacious auditoriums, conference hall (02), board meeting halls (02), guest residence facility, 2 cafeteria, building-wise water purification plants, rooftop solar systems (100 KW) and 3 emergency electricity generators with power backup facilities. Institute has newly established 90.8MHz Rayatwani Community Radio Station with two well equipped programme recording studios. In addition to that a separate studio is made for lecture recording facilities. Botanical garden, herbal garden, biotech garden, polyhouse and green house spread over acres of land enrich the campus glory.

A well-ambient open theatre (1000 seating capacity) and auditorium (500 seating capacity) are available for organisation of cultural and art (performing) activities. The institution has adequate for sports (indoor and outdoor), recreational facilities, closed gymnasium (2), open gym, yoga and meditation centre. Well-equipped data centre, tissue culture laboratory, coral reef research and extension laboratory, fire preventing equipment, drinking water storage tanks separately for each building, recycling facility, wells (3), green house, ETP plant, fuming hood (2), spacious parking facility.

Institute has well-furnished administrative offices (2) with separate workspace, computers with internet

facilities. Well-furnished IQAC office equipped with computers, WiFi, printers and projector is made available. Institute has separate examination space. Office of Information Technology with software and hardware maintenance engineers is for e-documentation and other technological solutions. Institute provides infrastructure facilities for NSS, NCC, Health care centre, Counselling cell, Placement and Career guidance etc.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

Response: 58.13

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
622.79	490.79	245.03	177.87	328.13

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS),

adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library infrastructure: Institute's Central library is spread over an area of about 621.33 Sq. Mtr and located in the **Annex Building** of the institute which is the easily accessible extent of campus. Moreover, the **central library has 3 extensions-** Research library (D building), Postgraduate library (G building), Competitive Exam Centre Library (Annex building). Every **department have their own library** for providing subject specific resources. There are **58,333 printed books** including reference books, text books and rare collections of some antique references. The library has the provision of **10 computers for systematic circulation of books** with the **Libreria software, ramp facility for physically challenged students and braille books for blind students.**

Library Automation: The institution automated the entire library system using **LIBRERIA Software** of Maharashtra Knowledge Corporation Ltd. (MKCL), to meet the needs of institutional library. LIBRERIA is efficient, adaptable, affordable, user-friendly and cloud-based system. It offers **OPAC (Online Public Access Catalogue) which** allows the readers to browse the entire library collection and provides the search facilities by **author, title, subject, keyword** etc. to know the accessibility of library documents and to save the time of the user.

All the books are **bar-coded and barcode laser scanners** are utilised in book transactions. As for the digital library, the institute uses '**Weebly Web Designer** to create a **fully functional digital library**. It focuses on the long-term preservation, access and storage of digital content. In addition, the digital library offered a complete solution for the management of scattered electronic information resources by providing users with access to many important links, including the Open Access Journals and the **N-LIST (National Library and Information Services Infrastructure Content).**

Name of ILMS software: LIBRERIA

Nature of automation (fully or partially): Fully

Version: 2.0.3715.28728

Subscription to e-resources

- **Audio Library** has **13 Tablets** with internet access with rich collection of audio books. This facility benefits the readers to become ardent readers in a technology driven era.
- The library has an active subscription of **INFLIBNET N-LIST** which provides access to **e-journals, e-books** on various subjects in 24 x 7.
- **Turnitin plagiarism software** made available for researchers and postgraduate students to check their reports, projects and thesis.
- **Digital Library** provides a portal to information which is available electronically elsewhere.
- **IMP links portal** provides links to the latest notifications regarding **Central government, Banks, RRB, SSC, UPSC, PSU, All state govt, State public service commissions** recruitment.

Per day usage of library:

- Institute Library provides an access from **8:30 am to 6:00 pm**. Researchers spend the library hours completing the **course work and projects work** by referring the resources.
- The reading room is provided with **7 daily newspapers** of state and national level.
- An average of **40% daily usage** by the students and teachers.

Sr. No.	Book Type	Number
1	Text	23334
2	Reference	34999
	Total	58333
Book Titles (Unique): 20411		
Others Resources		
1	Journals & Periodicals	38
2	Newspapers	8
3	CD's	360
4	N-LIST (e-Resources Database) e-Books	1,95,809+
5	N-LIST (e-Resources Database) e-Journals	6,293+
6	Open Source Database	1

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 2.17

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
9.04	43.88	1.32	6.85	8.37

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

All strata of academics and administration of the institution are **well-connected through the ‘Office of Information Technology’**. Moreover, **well-defined policy on Information technology and IT Committee** provides the roadmap for the decisions made on the purchase of IT-related equipment, including computing systems, servers, softwares, hardwares and amenities like Wi-Fi and cyber-security. Firewall protected **Data Centre** of the institute preserves the diverse databases of the institute. The institution frequently updates the IT facilities as per needs to be in sync with Technology developments in education. The institute regularly updates the computers (desktop and laptops) with suitable LAN and Wi-Fi internet connectivity. Moreover, seminar halls, board meeting halls and auditoriums are also updated with ICT facilities like Smart Boards, LCD projectors, LAN, Wi-Fi etc. Licensed software especially windows and antivirus protection are frequently installed and upgraded for computer systems. Mastersoft ERP software is used to administer the entire admission, attendance and examination system. The Institute website is dynamic and updated regularly.

Following IT facilities are available in the institute,

- 42 ICT enabled classrooms.
- 28 computer labs with a total of 829 computers and laptops.
- Lecture capturing System with video conferencing facility is also available in campus.
- Media center and recording facility
- Rayatwani community ratio (90.8 mHz)
- 24x7 Wi-Fi facility through 20 access points with over 150 Mbps internet leased line facility

- Internet Speed Test: 94.54 mbps for downloading and 88.45 mbps for uploading.
- ILMS-LIBRERIA software & OALS (Open Access Library System) made available.
- Turnitin software for plagiarism checking.
- License copies of Mobile Forensic Workstation, MATLAB, R-Programming, SAS, and SPSS.
- Whole campus is under CCTV surveillance with 250 camera's
- 3600 cameras, G-Suite and ZOOM platform for the virtual lectures and interactions.
- RAYAT-ERP and Mastersoft software's for e-governance.
- Data Centre with firewall security system.
- Authorized social media platforms for day today communication.
- Institutional YouTube channel.

Sr. No.	Heads	Previously available	Updated
1	Library	MKCL LIBRERIA, N-LIST	MKCL LIBRERIA, N-LIST, Turnitin Plagiarism detector software
2	Examinations	ERP	Master Soft ERP (Cloud Based)
3	Computers	305	829
4	Servers	1	5
5	Laptops	13	21
6	LCD Projectors	28	42
7	Routers	10	29
8	CCTV	28	260 +
9	Smart Classrooms	16	47
10	Internet facility (Band width)		11 lines (ranging from 20 mbps to 100 mbps)
11	Number of Internet Connections	05	11
12	Lecture Capturing System	Not Available	Installed
13	Media Centre	Not Available	Installed
14	Viideo conferencing applications	Not available	Zoom, Google Classroom, WebEx

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 4.69

4.3.2.1 Number of computers available for students' usage during the latest completed academic year:

Response: 829

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development****Response:**

The video lectures have the influence to essentially convert the information into the knowledge and students learn from these video lectures by taking keen interest. Lecture Capturing System of institute makes it easy for teachers to record, live stream, and share videos.

At the forefront of this educational revolution, the institute had established an Audio-Visual Centre (AVC) with smart infrastructure including latest video mixing equipment, editing facilities, cutting-edge hardware and software, personalized for e-content development.

The significance of this Audio-Visual Centre lies in its assurance to development of advanced teaching methodologies and generates digital contents. The video mixing equipment forms the backbone of this initiative. This allows teacher to seamlessly blend visuals and audios. Institute's AVC captures the attention of advanced alternatives to traditional teaching methods. In AVC, use of high-quality cinematic cameras, professional lighting techniques and sound recording systems ensures that the produced content is not only for quality content creation but also for effective learning.

The AVC at institute, assists faculty to incorporate the audio visual and instructional technologies in regular teaching. The centre simplifies delivery of the educational video recording and webcasting as well as live streaming, technical assistance for e-content development and online hosting.

The Audio-Visual Centre used to assist in recording lectures and creating e-content, is equipped with the advanced hardware such as Analog Audio Mixer, Monitor 50W, Dynamic Cardioid Microphone, Condenser Microphone, Channel USB Soundcard, Audio Distribution Amplifier, Headphone Distribution Amplifier, headphone and Audio Editing Software. This makes possible for all faculties to create e-contents, which are accessible for students any time and anywhere.

This facility boosts the learning capability of students. The hardware and software infrastructure supporting the e-content development in the AVC helps to impulse the boundaries of conventional teaching methods. AVC also facilitated with Sound Forge editing software developed by MAGIX

Software. Some key features and uses of Sound Forge are Audio Editing, Multitrack Editing, Effects and Plugins, Recording, Audio Restoration, Podcast Production, Audio for Video and Music Production etc. It is known for its comprehensive audio editing, mastering capabilities which is used by professionals. Students of Music and Animation Science department's enthusiasts in the music and audio clip production.

In inference, this AVC facility not only transforms the way of delivering contents through educators but also to empowers the students to actively participate in their learning journey. As we navigate the digital age, this centre serves as significant evidence to the supremacy of knowledge in shaping the stakeholders.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 9.2

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
49.24	48.31	24.35	74.96	98.32

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

Estate Office of the institute looks after the infrastructural maintenance of the institute. Moreover, **parent body** also provide insights on maintenance and up-gradation of physical infrastructure. **Building and purchase committee** of the institute is instrumental in designing policy for efficient utilization of funds towards up-gradation and maintenance of existing infrastructure. The estate office follows the SOP's of utilisation and maintenance of infrastructure.

The facilities of classroom, laboratory, library, and sports complex are maintained regularly and the computer's hardwares and softwares are regularly upgraded with latest versions.

Classrooms: Cleaning and maintenance of all classrooms are done by non teaching staffs on a regular basis under the supervision of Registrar and office superintendent of institute.

Laboratory: The departments purchases the laboratory materials such as chemicals, glasswares, equipments which are recorded regularly in dead stock register. The cleanliness of laboratory is done regularly with the help of laboratory attendant and peons. Safety and security instructions are displayed in the all laboratories. In each laboratory fire extinguishers are installed and maintained regularly. Institute conduct audit of annual stockchecking and Scrap withdrawal. Institutional Common Facility Centre maintains all laboratory instruments and equipments.

Library: Staff members and students can access the library facilities and can borrow books, magazines, periodicals, and other materials as per the rules for each category. Library developed its own website for providing 24 x 7 access to e-resources. Annual Stock taking of Library books has been conducted every three years and withdrawal of books as per changing the syllabus. Cleaning and maintenance of library has been done with the help of library staff.

Sport Complex: Physical Education Department and gymkhana committee strive for optimal utilization and proper maintenance of playgrounds, gymnasium and sports infrastructure in order to inculcate the sports culture. Institute always motivates students to participate in sports competitions by providing financial support in the form of sports Fellowships, sports equipments and kits, travelling expenses, dearness allowances and conducting annual sports festivals.

Hostels: Institute has boy's hostel with intake capacity of 100 and girl's hostel with intake capacity 225 having various facilities such as mess hall, study room, Gym, solar heating system, RO water system, CCTV surveillances etc. Cleanness is done by daily wages workers and maintenance is under supervision of rector and Institute hostel committee.

Canteens: Two student friendly canteens are run by the institute. Every month college canteen

committee visits and checks the nutrition and hygiene values of food and cleanliness of canteen premises.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 64.9

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2123	3740	2518	2562	2162

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The Competitive Exam Guidance Centre established in 2000 is a commendable initiative of the institute. The cell runs **three short term foundation courses** with intake of 50 each. The cell attempts to build careers through three short term foundation courses and creates **awareness** among the students for local,

state and national level **examinations** including **entrance examination for education, government jobs, professional certifications, language proficiency** etc. The exams includes MPSC, UPSC, IBPS, Railway Recruitment Board, LIC, MSRTC, SET, NET, GATE, GRE, TOEFEL, CMAT, CET for higher studies and various central and state government regional boards. The centre service was expanded with separate reading rooms, library facilities, Mock interview rooms, administrative office, staff and with well-equipped furniture with AC facility, periodical section with newspapers and newsletters. Center also extends the guidance through e-counselling and online platforms and many students are benefitted during covid-19 pandemic.

Following are some striking features and functions of a competitive exam guidance cell:

- **Self-learning resources:** The cell prepares the self-learning materials like books on current affairs, practice papers, question bank and online resources to facilitate the self-learning.
- **Guest lectures and workshops:** The cell frequently organizes guest lectures, awareness initiatives and workshops to educate candidates about exam patterns, time and stress management, effective use of available resources, personality development etc.
- **Professional Guidance:** The cell often invites experts in the field which supports candidates to prepare themselves in tailored manner for different examinations.
- **Practice Tests:** Conducting mock tests that simulate the actual exam environment to help candidates gauge their preparedness, identify areas for improvement, and manage exam-related anxiety.
- **Online and Digital Platforms:** Providing online platforms or websites with resources such as video lectures, practice quizzes, and discussion forums for candidates to interact and learn from each other.
- **Current Affairs Updates:** Sharing updates on current affairs, general knowledge, and relevant news to help candidates stay informed and prepared for up-to-date knowledge.
- **Triggering Support:** Preparing for competitive exams need patience and success stories of past candidates to keep current aspirants inspired and motivated throughout their preparation journey.
- **Updates and Notifications:** Keeping candidates informed about exam notifications, application deadlines, and any changes to the exam pattern or syllabus.

Courses offered by the Centre, Number of students benefitted and entered in to administrative positions.

Sr. No	Academic Year	Student Enrollment for Foundation Courses	No. of lectures arranged as per syllabi	No. of Guest lectures of eminent personalities organized	Students selected in administration for different positions
1	2018-19	361	360	08	26
2	2019-20	274	300	07	09
3	2020-21	129	180	09	09
4	2021-22	142	370	08	31
5	2022-23	273	365	04	31
	Total	1179	1575	36	106

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

Response: B. Any 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 68.58

5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
861	888	891	712	1095

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 3.13**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
54	49	51	33	16

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 73**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	08	16	12	07

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The **institute has well-functional student council** which provides inputs and suggestions for augmentation of facilities including infrastructure, academics, administrative and cultural activities for student benefit and welfare. Around **80 statutory and non-statutory committees** are instrumental in institutional functioning and **70% committees are represented by the students**. Initiatives such as **tree plantation, institutional premises cleaning, Swach Bharat Abhiyan activities and blood donation camps** have been successfully organised by students. The blood donation camp witnessed enthusiastic participation from faculty and students, council members earning certificates for their social contributions. The student's council along with the institute administration has actively participated to support the students. Students are **actively participated in organizing student-centred activities like YC Science Exhibition cum Fair, different festivals including Youth, Cultural, Art, Science, Research and Sports**. Moreover, students are **voluntarily contributed towards social cause** individually and through NSS and NCC.

Student council is instrumental in organizing the **workshops and seminar which addresses issues concerning safety and empowerment, particularly for female students, women helpline awareness, development of leadership qualities etc.** Additionally, the council has played a significant role in **organization of Annual Prize Distribution Ceremony**. Students Council dynamically helps in **enabling a student-friendly campus** through their active participation, in their meetings they discuss issues and activities of the students and assist in planning and its execution.

Following are the key events in which students contributed significantly,

Academic Fests: Special events on academic activities were organised such as Bioresonance, Micro-Bio Fest, Tech ++, Youth Fest, Nanoworld, Forensic fest, P. B. Chavan Lecture Series, Zoo-Fi activity.

Youth fests: This programme identifies the talented students and motivate them to participate in various youth fests of university, state and national levels, students who have participated in at least one event of

the institution are honoured with an appreciation certificate.

Hackathon: It is a state level institutional fest conducted every year by Center of Invention, Innovation and Incubation for the UG and PG students. The main moto of hackathon is to inculcate research culture among the students, improve their thinking abilities and “Think out of Box”.

Musical Morning: This is organised by student’s council annually on 15th August and 26th January for the UG and PG students to show musical and cultural talents.

Special Events: The Students council actively celebrate the National Teachers Day, Traditional day, National sports day, Science Day, Welcome and farewell functions, NSS, NCC camps and social activities. Institute has nominated a teacher coordinator to support the council to organise all the activities.

The Council promotes institutional activities through official social media platforms like Twitter, LinkedIn, Instagram, Facebook, and Blog.

Key committees/cell with student’s representation,

- College Development Committee
- IQAC
- Students Council
- Anti-ragging
- NSS & NCC
- Alumni Association
- Internal Complain
- Annual Magazine
- Science Association and Nature Club
- Rational Thinking
- Earn and Learn Scheme
- Cultural
- Entrepreneurship development Cell
- Minority Cell
- Grievance Redressal Cell
- Women Empowerment Cell
- Student Welfare
- Library
- Discipline
- Examination

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement**5.4.1**

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 51.89

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
17.78170	5.27243	6.70286	7.29633	14.83803

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The institute has functional alumni association titled 'EX-YCians Association' that was registered in 2009 (Reg. No. E-1429 -Satara dated 10/11/2009). The Ex-YCians association contributes significantly in the development of alma mater through various initiatives like regular meetings, interaction with the management, provision of resources and continuous engagement in academic and co-curricular activities. The alumni proved the leadership qualities as Advisers to the Foreign Delegations, Govt. of India, Director of Higher Education of the State, Vice Chancellors, representation in different bodies like Management Council, Senate, Academic Council, Board of Studies, Directors and Scientists at Research Institutes, Trainers, Entrepreneurs, Posts in Social and Political Field. The alumni association is functioning through its own website (<https://alumni.ycis.ac.in/>).

- **Curriculum design and Development**

Twenty-one Board of Studies included their prominent alumnus in the board and they provide unique insights to on-going improvement and global updates into the curriculum.

- **Alumni Contribution in Quality Assurance through IQAC**

Alumni representation in the IQAC is crucial for improvement of academic quality. This representation provides major insight on quality measures of the institute which supports smooth functioning of IQAC quality education initiatives of the institution.

- **Industry-Academia Interface Initiatives**

Institute periodically organizes the Industry-Academia Interface Meets in the campus. Alumni serving in the industrial sector plays pivotal role through participation and supporting the organization of the event. Moreover, alumni are the integral part of the Institute-Industry Advisory Board as well as Institute-Research Advisory Board of the institute.

- **Training and Placement Assistance**

The well-established alumni entrepreneurs and alumnus holding higher positions in the industries supports the training and placement initiative of the institute. This led to conduction of over 50 sessions of trainings and placement drives.

- **Internships and Industrial visits**

Alumni hold the major positions in the Manufacturers Association of Satara (MAS), an association of over 1000 industries in and around Satara City. The efforts of the alumnus open the doors for internship, on-the-job training and field visit to the students.

- **Adjunct Professor and Professor of Practice**

The institute has Adjunct Professor and Professor of Practice schemes under which few alumni have extended their expertise.

- **Guest Lectures and Workshops**

Institute often invited alumni for guidance, real-world experiences and inculcation of 21st century skills among the students. Few of the departments run '**Alumni Lecture Series**' as the departmental best practice. Collectively, hundreds of guest lectures have been organized by the institute.

- **Fund raising**

The registered association and individual's financial contribution had major impact on quality education delivered by the institution. In last five years, the institute have received over 40 lakhs rupees from the alumni to support academics, research, scholarship to the students as well as to support the earn and learn scheme. Moreover, alumnus donated more than 100 books and provided student supporting facilities worth Rs. 3.29 lakhs.

- **Substantial initiatives:**

EX-YCians association recognizes individuals and the departments of the institute by providing awards through their participation in events like annual prize distribution, women's day celebration, teacher's day celebration. The awards includes Best Teacher, Innovative Teacher, Best Non-teaching Staff, Best Department and Innovative Department.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The Parent Body i.e. Rayat Shikshan Sanstha, Satara is established with the motto of 'Education through self-help' in 1919 to foster quality and self-reliant education. The body has a mighty banyan tree to symbolize that education to all classes and masses to equip them with power of knowledge to soar into the vast arena of challenges and opportunities.

The institutional governance and leadership works in tune with following vision and mission,

Vision: To equip students with knowledge and scientific attitude for living in the world of rapid technological change by means of teaching and training in science studies and to sustain the position as one of the most qualitative institutes imparting core science and multidisciplinary education.

Mission: The Mission of the Institute states the aspiration to strive for excellence in higher education by developing and sharpening the intellectual and human potential of all its stakeholders of the institute to achieve the vision and in turn to serve the nation.

The leadership provides open platform for students through diverse learning opportunities and well-defined learning outcomes and assessments based on their learning outcomes. A strong interface between academics and industry is created by meaningful collaborations, linkages with Industries, International and National Institutes as well as Government and Non-Government Organizations. This has resulted in creating awareness as well as opportunities to develop the industry-demanded employability skill sets as well as sensitivity towards social issues through its association with NGOs.

The parent body overlooks the administrative processes for overall growth of the institute. The Institute follows the governance structure as prescribed by the UGC Autonomous Colleges with representatives from management, University, State Government and Industry representatives which has resulted in daily practices of autonomous status. For decentralization of administrative and academic activities, the institute has formed the Board of Deans. Finance committee makes the annual budgetary provision and plays a role in the auditing process, it comprises of chairperson of various committees, Heads of Grant-in-Aid Departments, Coordinators and In-charge of Self-Financing Departments and Student Representatives.

Academic Council approves the syllabi prepared by Board of Studies with some suggestions if required and Governing Body makes policy decisions and helps in establishing all the systems and procedures. Faculty and students significantly participates in all levels of administrations, governance including College Development Committee as per Maharashtra Public Universities Act, 2016. A perspective plan

is prepared by the IQAC considering the inputs received from stakeholders and representatives of management and industry.

Institute took steps towards achieving goals through the perspective plan and implementation of NEP. This fosters designing outcome-based education to ascertain attainment of courses and program outcomes, capacity building, strengthening of skill sets through various training programs, revisiting syllabi and its alignment with industry. Moreover, open and flexible method of assessment, promotion of entrepreneurship, inculcating research skills among students, and enhancing placements and internships with industries, in the respective field are the goals of the institute during the implementation of NEP-2020.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Institute has a **well-designed perspective plan** which is effectively deployed through the effective functioning of the institutional bodies. **Rayat Shikshan Sanstha, Satara** is the parent body of the institute which is guided and patronized by eminent dignitaries of the national and state level in their capacities as President, Chairman and Vice Chairman. The **General Body, Managing Council, Executive Council, Board of Life Members and Finance and Account Committee**; periodically and democratically settle all issues and prepare and finalize various policies. Managing council of Parent body nominates the Chairperson and other **management representatives to major decision making bodies including CDC, Governing Body and IQAC.**

The governing body is the apex body (decision-making body) of the Institute. For effective and efficient functioning, the institute has three **Vice- Principals - Academics, Administration, and Autonomous and Accreditation Activities. Other office-bearers include Dean- Undergraduate, Dean- Post Graduate, Dean- Student Development, Dean- Research and Development, Dean- Diploma, Dean- Skill courses, Academic Registrar, Dean- Infrastructure, Finance Officer, Controller of Examinations, Chairperson of various committees, Heads of Grant-in-Aid Departments, Coordinators and In-charge of Self-Finance departments, Class Representatives** of all classes etc. CDC looks after the financial matters. Final approval for revisions in the curriculum, new academic programs, and policy-making has been decided by the Governing Body. The Academic Council reviews the curriculum, approves the curriculum, revisions in the credit structure and finalizes policies and

processes required for academic administration. Board of Studies helps in designing and developing curricula and processing them for the Academic Council and responds to the queries raised by the Academic Council.

The Institute has **well-formed policies such as E-governance, Funds Mobilization Policy, Gender awareness and empowerment, Student welfare, Policies of different cells and committees** for the effective and efficient functioning of the institute. These policies are displayed on the institutional website.

Finance Committee prepares the provisional budget for the academic year, which is finally approved by the management. The committee distributes the appropriate budget to the academic departments, activity cells, augmentation, and maintenance of various infrastructural facilities. The committee also decides on the revisions in the fee structure and monitors the funds received from GOs, NGOs and individuals.

Examination Committee decides the pattern of evaluation, conducts the examinations (online and offline), and addresses all issues and grievances of students related to the examinations. The institute manages its **examination and evaluation data through the ERP system. The institute has its own Data Centre.**

IQAC works as a system and implements quality initiatives, promotes quality culture in the institute and assists in all academic and administrative processes. IQAC fosters the submission of proposals for funding (research, general and institutional) and provides compliance to all funding agencies. Other Statutory and Non-statutory Committees and Cells as well as Clubs have well-defined roles and responsibilities. They have **well-defined SOPs.**

Administrative procedures regarding appointment and implementation of service rules are carried out by the Administrative Registrar of the institute. Service rules and appointment procedures are prescribed by the UGC, State Government, Affiliating University and Parent Body.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

IQAC has **well-defined procedure for effective welfare measures** for teaching and non-teaching staff. **Staff Welfare Committee** that has effective well-being measures for teaching and non-teaching staff aimed at providing healthy atmosphere and support to in tune with the vision of the institute. IQAC constituted **CAS committee** provides **timely support for career advancement**. **IQAC regularly organizes FDP, Orientation and Short Term Training Programs** which benefits the faculty for their academic growth and promotions. Moreover, IQAC looks into the submission of proposals for promotion for each grade of Assistant Professor, Associate Professor and Professor by assessing the academic, research and co-curricular performance stated in the **Academic Performance Index or Annual Self-Appraisal Reports**. Thereafter, the CAS committee of affiliating university approves the promotion of faculty member. The **management contributes significantly towards well-being of the staff** through different welfare measures.

Financial assistance, medical support, training access to higher education, promotions and quality enhancement are among the noteworthy staff welfare measures of the institute and the management.

1) Financial assistance

- **Rayat Sevak Cooperative Bank, Satara** provides Personal, Home, Festival, Education, Vehicle and Gold Loans at a minimum interest rate. Moreover, the bank also has provision of compensation up to Rs.10 lakh in case of the shareholders death.

- **Laxmibai Bhaurao Patil Shikshnottejak Patpedhi Ltd. Satara (Cooperative Credit Society)** provides educational loans and felicitates the wards of its members for their academic achievements.
- **NPS/DCPS, GPF facility.**
- **Rayat Sevak Welfare Fund**
- **Rayat Sevak Kutumba Kalyan Yojana**
- **Seed money** scheme for teaching staff.
- **Incentives and special allowances** for publication and participation in conferences, seminars, FDP etc. and travel allowance for academic endeavours.

2) Medical support

- Medical bill reimbursement facility
- Maternity, Paternity and Medical leave
- Health center facility with regular health check-up camps
- Vaccination Drives
- Expert sessions on Stress Management and Mental Health
- First aid kit
- Yoga and Meditation facility with a course of Ayush Ministry
- Open gym facility
- Sports Competitions for Faculty
- Corona Help Desk
- Management Insurance Scheme

3) Recognition, Appreciation and Awards by Management

- Yashavantrao Chavan Best Teacher Award for Educational and Research Activities
- N. R. Mane Best Principal Award
- N. R. Mane Best Teacher Award
- N. R. Mane Best Non-Teaching Award
- N. R. Mane Best Librarian Award

4) Recognition, Appreciation and Awards by institute

- Best Teacher Award
- Best Non-Teaching Award
- Innovative Teacher Award
- Special Performance Award
- Best Reader Award for Faculty
- Best Reader Award for Non-Teaching Award
- Best Performing Department Award
- Innovative Department Award

5) Career development of measures

- **Training Access to higher education** through motivation, supports, appreciation, leave provision etc.
- **Promotions** for next grades of through submission of proposals assessed by CAS committee

constituted by IQAC.

- **Quality enhancement** through Trainings, FDPs, Short Term Courses and well-equipped facilities.
- **ICT enablement:** Workshop on ICT tools for effective teaching- learning.
- E -content development facilities for teaching staff.

6) Other welfare measures

- Awareness sessions on crucial issues
- Spacious cabins for office bearers
- Occasional cultural programs,
- Staff quarters provision,
- Free Wi-Fi etc.
- Provision of College Uniform and washing allowance for non-teaching staff.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 42.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	70	13	57	27

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 50.76

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
34	39	31	45	51

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The institute has **well-defined policy and strategies** for mobilization of funds and the optimal utilization of resources. **Finance committee** headed by the Principal and constituted with **Finance Officer** ensures the mechanism for calculation of the financial requirements through the annual budget for every upcoming year ensuring the effective and efficient utilization of the funds raised. **Purchase committee** composed of Principal and other representatives designs the fund mobilizing strategy. The annual institutional budget is kept before the **College Development Committee and Governing Body** for scrutiny and final approval. The finance committee distributes the funds as per the needs of the academic and administrative activities. Through proper mechanism the funds are utilized for creation of new facilities, building construction and maintenance, laboratory facilities, strengthening common facility center, library etc and funds are utilized for the salary of the un-aided programs.

Tuition and laboratory fee collected from the students is primary source of income for the institution. However, following are among the notable sources of the funds,

- **Examination facility for other agencies:** Institute has adequate ICT enabled facility to conduct different examinations of government and non-government agencies.
- **Corporate trainings:** Institute have well-established **Center for Invention, Innovation and Incubation** which provides platform for **conduction of trainings** to the corporates, **conference**

hall for seminar as well as provides **co-working space** on rented basis.

- **Research corpus:** Institute generates funds through research corpus through donations. Currently, institute has generated around **Rs. 2.0 Cr. funds under research corpus**.
- **Sponsorships:** Institute regularly conduct **student centric activities** including conferences, seminars, different festivals and competitions like sports, cultural, art, as well as best practices by various departments. Institute and individuals strive hard to get the sponsorship for these activities.
- **Consultancy facility:** Institute has provision of institute and department level consultancy facility in different areas for society, industry and corporate sector. Collectively, an amount of Rs. 66.43 lakhs rupees have been generated through consultancy facility during the assessment period.
- **Alumni contribution** is also one of the major fund raising sources.
- The **donation from individuals and philanthropist** is also a source of fund.
- Hostel facility also contributes towards fund raising efforts of the institute.
- Government grants - Being an aided HEI, the institute receives grants from University, Grants Commission (College with potential for excellence, Autonomy, Paramarsh, B. Voc., General Development Grants etc.), Affiliating University, RUSA (Component 2 for establishment of cluster university and Component 8 for autonomous institute), DBT-STAR College Scheme, DST-FIST etc.

The funds raised from individuals and different bodies of government and non-government sectors have been effectively utilized for augmentation of academics, research and infrastructure and maintenance purpose. In last 5 years, **Cent percent grants received have been utilized** efficiently, **internal, external and auditor general (AG) audits** conducted and the audited statements are regularly submitted to the respective bodies.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 530.31

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.30000	77.39306	125.0000	24.40000	303.21840

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

The institution maintains a system, in which **daily financial transactions are appropriately authorized, recorded and documented**. The system is computerized using standard software. The **finance committee** is constituted as per the guidelines issued by the UGC which assess the **annual plan, budget and evaluate the financial position** of the institution. **The institute regularly conducts external and internal audits for both Government and Non-Government funds**. The institute follows the guidelines of the Parent Body i.e. Rayat Shikshan Sanstha, Satara for internal and external audits. Moreover, the institute also institution also conducts Government audit.

Mechanisms of the audit is as follows,

- **Internal Audit**

The parent body has a separate audit department which conducts local audits twice in a year and annual audit once a year. The auditors examine and verify revenues generated from various sources against the expenses incurred and the assets purchased or written off and bills, vouchers, receipts, cash books and asset registers etc. After assessment, auditor makes the note of queries (if any) and submits the internal audit report to the audit department of parent body. Internal audit report is discussed in the meetings of college development committee. Institute submits the compliance report to the audit department. If required, the account section takes corrective action based on the report. It ascertains whether the management policies and guidelines for accounting are properly implemented and financial information is represented fairly and accurately.

- **External Audit**

Institute conducts external audit at the end of the year by the C.A. M/s Kirtane and Pandit, Pune. The auditors examine the balance sheet, expenditure account, utilization as per grant letter. Verifies the excess income over expenditure or vice versa as the case may be. Institute conducts external financial audit for all the grants received from government sources including UGC, RUSA, DBT, DST etc.

Government Audit

The Accountant General, Government of Maharashtra undertake external audit of the institute after 5 years interval. Moreover, Accountant General conducts audit of funds received from RUSA. Regional Joint Director, Higher Education, Kolhapur Division, Kolhapur undertakes Salary and non-salary audit. Affiliating University, Kolhapur used to conduct audit of NCC and NSS. Government auditors express their opinion on the conduct and maintenance record and true view of the state of affairs of the Government funded projects.

The account department of the institute takes appropriate action through explanation, compliances and rectification on the objection and issues raised by all there audit levels.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

IQAC of the institute is composed of Principal and distinguished representatives of management, society,

industry and stakeholders. The cell meets regularly on Quality Assurance to address issues, policies and strategies for quality improvement and enrichment by consistently reviewing the feedback of stakeholders. The corrective measures and improvements suggested by statutory bodies are further communicated with the stakeholders.

IQAC has made important contributions in institutionalization of quality assurance and worked efficiently for elevating the institutional academic stature through conferment of **Autonomous status in March, 2018** and **Cluster University in 2021**.

Here are specific contributions of IQAC in this regard:

- **Curriculum design and freedom of improvement** in tune with autonomy and NEP-2020.
- **Introduction of New Programs: B.Voc** (Software Development), **09 B.Sc. Programs** (Drug Chemistry; Material Science; Military Science and NCC; Computer Applications; Data Science; Bioinformatics; Instrumentation Science; Economics; Music Science), **Integrated UG-PG** (Artificial Intelligence) and **08 M.Sc. Programs** (Biotechnology; Electronics; Fisheries; Computer Science; Food Technology; Data Science; Forensic Science; Animation Science).
- **Teaching-Learning Process:** Teaching learning process is modernized through the establishment of media centre, lecture capturing and recording system, rayatwani community radio (90.8 MHz), licence copies of the G-Suite with Google Classroom, Zoom and WebEx Applications.
- **Reforms in Examination and Evaluation:** After autonomy, the institute made significant changes in the examination and evaluations patterns and IT integration.
- **Research and Development:** By providing seed capital, the culture of research among teachers is promoted and the impact of research is demonstrated in the submission of research papers in UGC-CARE/Scopus recognized journals, books and book chapters and patents
- **Innovations and Technology Development Culture:** Establishment of Yashavantrao Chavan Centre for Invention, Innovation and Incubation, Centre of Excellence in Artificial Intelligence for Application Development and Karmaveer Bhaurao Patil Research Foundation, Satara (Section 8 company).
- **Faculty Improvement:** Quality improvement program committee of IQAC is instrumental in organization of quality related FDP, training programs and workshops and also motivates them for outstation participation in programs like FDP, Orientation, and Induction.

IQAC has prepared a plan of action for quality enhancement at the beginning of the academic year and the outcome attained by the end of year.

- Institute conducts external academic and administrative audit regularly.
- IQAC conducts annual autonomous college audit by appointing external peer team.
- Preparedness for upcoming NAAC by organizing various workshops, guidance talks etc.
- IQAC established a quality improvement program committee for both teaching and non-teaching staff and conducts quality related initiative regularly.
- Faculty orientation on 'Curriculum design and development as per NEP 2020' and students' induction programme.
- IQAC also processes visible in terms of incremental improvements since the last NAAC accreditation.
- The institute was recently commenced the Cluster University (Karmaveer Bhaurao Patil University, Satara) under RUSA, Government of India in 2021.

Secondly, IQAC is instrumental in institutionalizing skill education by introducing over 100 skill courses.

In the NAAC 4th cycle, there has been an exceptional incremental progression in the terms of academics, research, IT and physical infrastructure compared to the preceding 3rd cycle. The incremental improvements reflects a commitment to provide quality education.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The institution conducts periodic review of teaching, learning and operational methodologies in accordance with the established standards for quality assurance. IQAC is instrumental in examining the curriculum, teaching methods, assessment strategies and other aspects of the learning process to identify areas for improvement through regular feedback on curriculum, teaching-learning process, teachers, feedback analysis, result analysis, academic audit, ISO audit, UGC autonomous audit, institutional and departmental review meeting and faculty self-evaluation. By recording incremental changes in various activities, the IQAC tracks the progress over time and ensures the consistency in improvement of quality of education. It helps to enhance the learning outcomes for students as well as ensures ICT-enablement for teaching-learning process.

- **Efficient Feedback Mechanism**

IQAC is instrumental in enhancing the quality of education through effective feedback mechanism. IQAC regularly **collects the feedback** on curriculum, teaching-learning process, structures, methodologies, learning outcomes, faculty competencies and campus facilities from all the **stakeholders and academic peers** through online platform. **Feedback analysis** is further used to improve the curriculum to meet local, regional, national and global needs. The principal meets with HoD's and teachers individually and **takes corrective action**. A results analysis is also carried out in each department for out-going students. The feedback received, analyzed and action taken by the institute is well displayed on the institutional website and also communicated to the apex bodies of the institute including Governing Body and College Development Committee.

- **ICT Enabled Teaching- Learning:**

The institution in its commitment to continuous improvement, conducts regular institutional reviews through IQAC to enhance the teaching-learning process. The input received helped in understanding the specific requirements and expectations regarding technology integration in teaching and learning. IQAC plays a crucial role to improve pedagogy and ensure effective use of technology in education. To combat with the Covid-19 pandemic and strengthening online teaching-learning process, the institute implicated different online teaching methods via the **LMS Platform including Google Meets, Google Classroom, Zoom and WebEx**. Moreover, the institute developed 47 ICT enabled classrooms and 28 computer laboratories.

Noteworthy contribution of IQAC in ICT enabled teaching-learning are as follows,

- Establishment of media center and lecture capturing system
- 47 classrooms equipped with smart boards, audio-visual aids and internet facility.
- Knowledge bank for students.
- Licensed copies of G-Suit having Google meet and classroom, Zoom, and WebEx.
- Local chapter of NPTEL and Virtual lab partner of IIT Bombay.
- Digitalization in Examination section
- Workshops and hands-on training sessions on effective use of ICT tools in teaching learning process.
- Free WiFi facility for teachers and students.
- QR code enabled and digitized botanical garden
- Biodiversity portal on institutional webpage.
- Workshops on Research based and IT based pedagogy
- Institutional YouTube channel.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution recognizes that gender equity is not just a desirable goal but a fundamental human right that is essential for a fair society. The institute is bound to create an environment where everyone has equal opportunities to realize their full potential, regardless of their gender. This commitment is reflected in every aspect of institution, from the composition of staff to the implementation of gender-sensitive practices and policies.

We believe in the equitable allocation of authority, opportunity, and resources, and actively maintain a workplace culture that values fairness, respect, and inclusivity. To achieve this goal, the institute has implemented various practices and initiatives aimed at promoting gender equity, such as:

1. **Balanced representation in college administration:** We have strived to achieve a balanced gender representation among staff, with 45% men and 55% women. This ensures both genders have an equal say in decision-making processes.
2. **Gender-sensitive practices:** We have implemented a range of gender-sensitive practices to promote equity and inclusivity, such as guaranteeing equal access to justice for women, and establishing committees to address issues such as sexual harassment and internal complaints.
3. **Women's Safety and Security Measures :**The institute ensures women's safety with security checkpoints, 24/7 surveillance, faculty supervision, night patrols, anti-ragging/smoking enforcement, separate hostels, high parent preference, mock drills for disaster awareness, fire alarms, suggestion box provision, and Nirbhaya Police Chauki on campus.
4. **Celebrating achievements:** We recognize and celebrate the achievements of women through special awards for meritorious girls, best female teacher awards, encouraging and empowering them to excel in their chosen fields.
5. **Awareness sessions:** We organize counselling sessions and workshops on gender equality, women's health, and hygiene, as well as career opportunities in diverse fields. We also provide practical workshops on C.V. writing, effective communication skills, and self-defence training to empower women to thrive in both the professional and personal spheres.
6. **Sensitization campaigns:** The institute organizes various sensitization campaigns, training, workshops, and programs throughout their curricular and co-curricular courses to instil empathy among

genders and raise awareness of gender equality concerns.

7. **NCC for girls:** The institute has initiated a ladies NCC troop to develop character, comradeship, discipline, and a secular outlook among girls.

8. **Empowerment through education:** The institute provides girls with equal opportunities in research by organizing conferences, webinars, workshops, and guest lectures to avail fund and scholarship opportunities in various streams.

9. **Career opportunities in diverse areas:** The institute organizes various sessions on career opportunities in diverse areas to empower women to pursue their dream careers.

10. **Ideation of start-ups:** To instil a passion for entrepreneurship in students, the institute organizes various workshops and sessions on ideation of startups.

11. **Awareness on street harassment and self-defence:** The institute provides trainings on awareness on street harassment and self-defence techniques, such as karate and taekwondo, to ensure the safety and well-being of women.

12. **Ample Infrastructural facilities:** We offer amenities specifically tailored for female students, including common rooms, restroom facilities, one dedicated hostel, a gymnasium , and access to counselling services.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

At our Institute, waste management is a priority, guided by the principles of REDUCE, REUSE, and RECYCLE (the 3 R's). We understand the importance of minimizing waste generation and ensuring responsible disposal practices for both degradable and non-degradable waste. Our facilities are equipped to handle various types of waste, including solid waste, liquid waste, and hazardous lab waste, with dedicated measures for each category.

Solid Waste Management:

Solid waste generated during routine activities, such as paper, plastics, glass, metals, and food, undergoes thorough segregation at the source. Block safai workers stationed on each floor collect, clean, and segregate waste into green and blue bins provided in each department. These bins facilitate the sorting of biodegradable and non-biodegradable waste. After segregation, waste is transported to the dumping yard provided by the college.

Biodegradable Waste Management:

Organic waste from laboratories, botanical gardens, and the canteen is collected and utilized for vermicomposting under the supervision of the Zoology department. The resulting compost serves as biofertilizer for plantation across the institute's premises. Additionally, to reduce paper usage, the institute promotes a Paperless Office concept, relying on electronic communication channels such as email, Telegram groups, and WhatsApp groups.

Hazardous Lab Waste Management:

Special attention is given to the disposal of hazardous lab waste, including pricked lancets, cotton waste, used injections, and latex gloves. Dedicated dustbins are provided for the safe disposal of biomedical waste, ensuring proper handling and disposal procedures are followed. Hazardous waste are disposed in differently as per Standard Operating procedures. Moreover, ETP and Fume hoods with chimney are helped to manage the hazardous chemical waste.

Non-Biodegradable Waste Management:

Non-biodegradable waste, including plastic bags, glass bottles, and electronic waste, is managed through the implementation of the 3 Rs principle.

Reduce:

Departments are encouraged to order materials based on actual requirements to minimize wastage. Disposable items such as plastic bags and napkins are avoided, with alternatives like old newspapers for packaging and cloth napkins replacing disposable ones.

Reuse:

Plastic items are banned within the premises, but any existing plastic items are reused for multiple purposes to extend their lifespan. Glassware, bottles, and chemicals are reused for practical purposes, reducing the need for new resources.

Recycle:

Waste materials such as glass, metal, plastic, and paper are collected, separated, and recycled to produce new items. For instance, cloth bags used during examinations are repurposed to create covers for various instruments.

E-Waste Management:

Electronic waste generated from computers, radios, TVs, phones, printers, fax machines, and photocopy machines undergo proper recycling procedures. Components like flip flops, memory chips, motherboards, compact discs, and cartridges are recycled through authorized vendors, as per agreements with Mahalaxmi Recyclers and Sagarmitra NGO.

By adhering to these waste management practices and embracing the 3 R's concept, YCIS effectively manages waste generation while minimizing its environmental impact.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document
Geo-tagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The commitment to sustainability and environmental consciousness is deeply ingrained in the ethos of institute. With a clear focus on reducing carbon emissions and fostering a sense of community responsibility, the Institute has implemented a series of initiatives aimed at transforming campus into a model of eco-friendly living.

Institute ensures the restricted entry of automobiles within the premises. By curbing vehicular traffic in premises, not only minimization of carbon emissions but also creates a safer and more pedestrian-friendly environment for the students, faculty, and staff. This measure is integral to our overarching goal of mitigating carbon footprint and preserving the natural beauty of the campus surroundings.

At the heart of sustainable transportation strategy lies the promotion of bicycles and battery-powered (electric) vehicles. Through targeted awareness campaigns, we encourage students to make use of bicycles as a convenient and environmentally friendly mode of transportation. Additionally, the widespread adoption of battery-driven vehicles among our student body is a testament to our commitment to innovation and sustainability. By embracing these alternative modes of transportation, not only reduce carbon emissions but also promotes the physical activity and personal well-being among campus community.

In tandem with the efforts to promote sustainable transportation, we have invested in the creation of pedestrian-friendly pathways around key campus areas, such as the B building and Annexe building. These pathways prioritize the safety and convenience of pedestrians, while also enhancing the aesthetic appeal of our campus environment. Lined with vibrant greenery and thoughtfully designed landscaping features, these pathways serve as inviting spaces for students and staff to stroll, connect, and commune with nature.

In our ongoing quest to minimize environmental impact, we have implemented a comprehensive ban on the use of plastic within the premises. This initiative encompasses a range of strategies, including informative signages highlighting the detrimental effects of plastic pollution, targeted plastic collection campaigns organized by various departments, and educational workshops aimed at raising awareness about sustainable alternatives to plastic. Furthermore, we have embarked on a campus-wide landscaping project aimed at creating a plastic-free environment through the strategic planting of trees and plants. By eliminating plastic usage and embracing eco-friendly landscaping practices, we are working towards creating a campus that is not only beautiful and sustainable but also serves as a living testament to commitment to environmental stewardship.

In conclusion, the institute is committed to leading by example in the pursuit of sustainability and environmental responsibility. Through measures such as restricted automobile entry, No Vehicle Day events, promotion of bicycles and battery-powered vehicles, pedestrian-friendly pathways, and the ban on plastic usage, we are laying the foundation for a greener, more sustainable future. Together, we can make a positive impact on campus environment and inspire others to join us in embracing a more eco-friendly way of living.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in

maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Yashavantrao Chavan Institute of Science, Satara, stands as a beacon of inclusivity and accessibility, catering to the diverse needs of its students, including those with disabilities. With a firm commitment to providing an environment conducive to learning for all, the institute has meticulously designed facilities and support systems to ensure that differently-abled individuals can pursue their academic goals with ease and dignity.

At the heart of the institute's ethos is the creation of a physically accessible environment. Provision of ramps and lifts ensures smooth and barrier-free access to classrooms and other facilities, eliminating any obstacles that may impede mobility. Every building boasts divyangjan-friendly washrooms, equipped with amenities tailored to meet the specific needs of individuals with disabilities.

Moreover, Institute has implemented tactile paths and signage throughout the campus, enhancing navigation and orientation for visually impaired students. Clear and informative signposts and display boards further facilitate seamless communication and understanding. Recognizing the importance of human assistance, the institute offers dedicated support staff to assist differently-abled individuals in navigating campus grounds and reaching their classrooms safely.

In line with its commitment to academic inclusivity, the institute provides a range of assistance services to cater to diverse learning needs. Scribes are readily available to aid students in taking notes or completing written assignments, ensuring that their academic pursuits are not hindered by physical limitations. Additionally, readers are on hand to assist visually impaired students in accessing course materials, with magnified font-sized question papers and reading materials provided as needed. To address the unique needs of students with visual impairments, our Institute offers access to cutting-edge assistive technologies. Screen reading software such as JAWS (Job Access With Speech) enables visually impaired students to navigate digital interfaces and access online resources independently. The institute's commitment to accessibility extends to its online presence, with a divyangjan-accessible website ensuring that digital resources are inclusive and easily accessible to all.

Recognizing the importance of accessible learning materials, the institute maintains a library of Braille books, catering to the needs of blind students. Hearing-impaired students are also supported through the provision of hearing aids, ensuring that they can fully engage in classroom discussions and academic activities. In addition to assistive technologies, our Institute offers a range of mechanized equipment to enhance mobility and independence. Wheelchairs, white cane sticks, sticks, Crutches, and other aids are readily available, empowering differently-abled students to navigate the campus and participate fully in

academic and extracurricular activities. Furthermore, the Institute actively supports differently-abled students through government-sponsored scholarships, easing financial burdens and enabling access to quality education. These scholarships not only recognize academic achievement but also promote inclusion and diversity within the student body.

In conclusion, Yashavantrao Chavan Institute of Science, Satara, stands as a shining example of inclusivity and accessibility in higher education. Through its comprehensive facilities, support services, and commitment to academic inclusivity, the institute empowers differently-abled individuals to pursue their academic aspirations and realize their full potential in a supportive and enabling environment.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

The institution is persistent in its commitment for cultivating an inclusive environment that embraces diversity in all its dimensions—**cultural, regional, linguistic, communal, socio-economic, and beyond**. Through a myriad of activities, institute is dedicated to promote an environment where **cultural, regional, linguistic, communal, socio-economic, and other diversities** are celebrated and embraced.

One of the hallmark events organized by the institute is the "**Eat Right-Millet Mela**," a vibrant celebration commemorating the **International Year of Millet**. This event not only promotes healthy eating habits but also highlights the **cultural significance of millets**, showcasing the rich culinary diversity of the region. Throughout the academic calendar, the institute hosts various events that pay **homage to cultural and regional identities**. From commemorating revered figures like Padmabhushan Dr.Karmaveer Bhaurao Patil, founder of our home Institute, Rayat Shikshan Sanstha paid tribute on his birth anniversary with rallies and celebrating various events for **week** that underscore the **institution's commitment to inclusive education and empowerment**. and also celebrating Teacher's Day and National Sports Day, that serve as platforms for students to connect with their cultural heritage and express their identity with pride. Initiatives such as Farmers Meet and Parent Meetings provide avenues for dialogue and collaboration, bridging gaps and fostering mutual understanding among different socio-economic groups.

In addition to promoting cultural diversity, the institute actively celebrates **linguistic diversity** through a range of activities. Events like Reading Inspiration Day, Marathi Bhasha Din-Book Exhibition, and workshops on Marathi poetry not only nurture language skills but also instill a sense of pride and **appreciation for the linguistic heritage** of the region. Furthermore, the institute extends its outreach

efforts through extension activities like the "English With Fun" program conducted at New English School, Kurul, Solapur. By imparting language skills in an engaging and interactive manner, the institute breaks down linguistic barriers and promotes inclusivity among students from diverse linguistic backgrounds.

The institute encourages student participation in various cultural and educational events at the district, state, and national levels. Whether it's through Cultural Festivals, Traditional Day celebrations, or the Youth Festival, students are given opportunities to showcase their talents and learn from different **cultural experiences**.

A standout initiative undertaken by the institute is the **Student Cultural Exchange** Program with **Nehru Arts and Science College, Coimbatore**, Tamil Nadu. This program fosters **cross-cultural interactions**, promoting understanding and respect for each other's traditions and values. Moreover, the institute is committed to addressing **socio-economic disparities within its student body**. Through the **Student Welfare Committee, financial assistance is provided to needy students**, ensuring that all students have equal opportunities to pursue their education. Additionally, the institute actively engages in relief and rehabilitation work in disaster-affected areas, such as Ashta, Sangli, demonstrating its commitment to social responsibility and community service.

In essence, through a diverse array of activities, we strive to create an inclusive environment where differences are not merely tolerated but cherished, where every individual can find a sense of belonging, and where the richness of diversity enhances the educational and professional experience for all.

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

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The institute plays a pivotal role in sensitizing its students and employees to their **constitutional obligations**, encompassing **values, rights, duties, and responsibilities as citizens of India**. Institute has constituted **student sensitization committee**. This committee through a range of activities and initiatives, the institute strives to instil a deep understanding and appreciation of these fundamental principles among its community members.

One of the primary avenues through which the institute promotes **national and human values and rights** is by organizing various events and rallies. Events such as the Azadi Ka Amrit Mahotsav Awareness Rally, Azadi Ka Amrit Mahotsav National Anthem Singing, and Youth Day Rally serve as platforms for fostering **patriotism, unity, and pride** in the nation's heritage. The Har Ghar Tiranga Abhiyaan, Fit India Run, Cyclothon Rally, and Independence Day celebrations further contribute to pertain a sense of national identity and belonging among students and employees.

Our institute integrates these values into its academic curriculum through specialized courses addressing human values and constitutional obligations. The **Value Added Course-Human Values, Democracy Election Good Governance, and Introduction to Indian Constitution** provide students with a **comprehensive understanding of their rights and responsibilities as citizens**. By incorporating these courses into the academic framework, the institute ensures that these values become ingrained in students' educational journey, laying a strong foundation for responsible citizenship.

Moreover, the institute celebrates national events such as Constitution Day, National Voter's Day, and Right to Information Act Day. These occasions serve as opportunities to raise awareness about citizens' rights and the importance of active participation in democratic processes. Voter enrollment camps and Ballot Machine Awareness Programs further promote social inclusion and democratic governance by encouraging individuals to exercise their right to vote and engage in the electoral process.

Furthermore, the institute recognizes the importance of environmental conservation and sustainability and conducts various activities to initiate awareness about these values. Events such as Earth Day (Vasundhara Diwas), World Water Day Rally, and Energy Saving campaigns underscore the importance of protecting the environment and conserving natural resources. Programs like Wetland Day, E-Waste Awareness Program for Society, World Fisheries Day, Wildlife Week, and World Ozone Day highlight the need for conservation efforts to preserve biodiversity and mitigate climate change. Additionally, the institute organizes Tree Plantation drives in and around Satara City to contribute to greening initiatives and promote environmental stewardship.

In summary, the institute is dedicated towards sensitizing its students and employees to their constitutional obligations through a comprehensive approach that encompasses education, awareness campaigns, and community engagement. By fostering a sense of patriotism, civic responsibility, and environmental consciousness, the institute prepares its members to become active and responsible citizens who contribute positively to society and uphold the values enshrined in the constitution.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other

staff and conducts periodic programmes in this regard.

1. The institutional Code of Conduct principles are displayed on the website
2. There is a committee to monitor adherence to the institutional Code of Conduct principles
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE: I

1. Title of the Practice: Inculcating self-reliantness through Earn and Learn Scheme

2. Objectives of the Practice:

- To provide financial assistance to the financially backward and needy students.
- To inculcate the values for dignity of labours among students.
- To develop a student as a multifaceted personality with academic excellence and a commitment to an egalitarian society
- To prevent students from avoidable distractions and engage them in meaningful and positive atmosphere.

3. The Context: The founder and eminent educationalist, Padmabhushan Dr. Karmveer Bhaurao Patil started this noble activity in all the HEI's, Secondary and Higher Secondary Schools and Primary Schools in tune with the motto '**Education through Self-Help**' of Rayat Shikshan Sanstha, Satara. Our institute provides financial assistance to the student's especially rural background, economically backward and needy students who cannot afford higher education. This **practice supports NEP-2020's key objective of enhancing gross enrolment ratio in HEI.**

4. The Practice: The information about the scheme is **displayed on the institutional webpage** for all the stakeholders. Moreover, at the beginning of the academic year the students are informed about the scheme by organizing **induction and orientation programs**. The **Earn and Learn Committee** invites the **applications from the students, scrutinizes the applications, conducts interview and displays the list of selected students on institutional website**. The students enrolled under the scheme are given the work in library, laboratory, hostel and administrative office, botanical garden, polyhouse, study room, competitive center, gymkhana, soil and water testing laboratory, and offices including IQAC. Institute believes in providing **equal opportunity to all the students** through monthly change in their job role. The **committee organizes different activities** to inculcate the **values of self-reliance, confidence, dignity of labour and integrity of mind and character** among the students.

Financial support to Earn and Learn Scheme:

- Institute has fixed deposit of Rs. 50 lakhs for the Earn-and-Learn Scheme.
- Admission fee concision to the students enrolled under earn and learn scheme.
- Contributions from faculty members and parents.
- Institutional and corporate scholarships

5. Evidence of Success:

- Since the introduction of this scheme by Rayat Shikshan Sanstha, Satara in 1919, now it is nationally and globally implemented by several HEI's.
- Over 7000 students got awareness about the scheme under induction program.
- 167 students benefitted through this scheme through institutional scholarship.
- 15 students benefitted through Cooper Fellowship for Education
- 29 students benefitted through free tally training,
- Institute provided uniform to 167 students.
- 70% students enrolled under the scheme got placed in GO's and NGO's.
- The **students run the Yashavantrao Chavan Institute of Science Earn and Learn Scheme Students Primary Consumer Store Ltd. Satara** that helps to inculcate entrepreneurial skills among students.

6. Problems encountered and resources required:

Being a science student, it becomes troublesome to manage allotted work within stipulated time period.

7. Note (Optional): Detailed information: https://ycis.ac.in/best_practices.php

BEST PRACTICE: II

1. Title of the practice: YC Science Exhibition cum Fair - A Pioneering Business-Driven Innovations

2. Objectives of the practice:

- To transform students mind-set towards innovation and problem-solving.
- To enable students for translating the research findings into deliverables.
- To make them aware of changing market trends, emerging technologies, and evolving scientific paradigms, ensuring relevance and competitiveness in their fields.
- To help establish their own small scale startups for bringing their innovations to market and also contribute to the entrepreneurial ecosystem.

3. The Context: In recognition of the need to bridge the gap between scientific research and market opportunities, the institute initiated entrepreneurial education through the exhibition. By showcasing innovative products and applying scientific knowledge, students learn valuable entrepreneurial skills essential for navigating today's dynamic professional landscape.

4. The Practice: YC Science Exhibition cum Fair is an annual event organized with precision by the institute adhering to the highest institutional standards. Institute conducts numerous initiatives throughout the year such as **induction and orientation programs**, various **training sessions and workshops**. These initiatives encompass the **Entrepreneurship Awareness Camps, Entrepreneurship Development Programs and industrial visits** to instil practical knowledge. To enrich the innovation ethos, the students are exposed to activities different cell including **invention, innovation, incubation, patent, technology transfer** etc. Moreover, **Start-Up Cell** and **Entrepreneurship Development Cell** aimed at nurturing student's business acumen and transforming their ideas into viable market products. Yashavantrao Chavan Centre for Invention, Innovation and Incubation also fosters innovation based businesses through **skill enhancement and supporting start-up ventures**. Institute extends financial support to materialize student's business plans, enabling them to obtain licenses and kick-start their entrepreneurial journey.

After thorough inculcation of entrepreneurial skills and hands-on experience in market dynamics throughout academic years, the pinnacle of this endeavour culminates in the two-day YC Science Exhibition Cum Fair. This event features showcasing 50 stalls with diverse range of subject-specific products, working models, games, food items etc. Esteemed business personalities are invited to inspire students and imparting valuable insights into marketing strategies. These events serve as catalysts for encouraging students to harness their potential and aspire to become successful entrepreneurs in their future endeavours.

5. Evidence of Success: Every year, the participation of over 5000 students from all academic departments and supporting services resulted in the display of around 85 subject-related products,

demonstrating student's ability to apply their knowledge practically. The overwhelming response from students, faculty, parents, and visitors (majority are school students) underscores the event's success. The institute motivates students through different recognitions like **Best Stall, Innovative Stall, Innovative Product** etc.

The notable success through,

- **Prototype development:** 20
- **Products launched:** 13
- **Patents:** 16 granted, 26 published
- **07 start-ups and 23 entrepreneur registrations with FSSAI and MSME license under institutional financial assistance.**
- The event generated significant profits, with select products attracting interest from industry leaders like BVG India Pvt. Ltd.
- Students enrolled for skill courses gets the exposure to display their products.

6. Problems Encountered and Resources Required: Two-day fair showcased student's entrepreneurial potential, sustaining momentum beyond the event is crucial. To address this problem, an online platform and the primary consumer store hosted by the institute also provides alternative platforms for selling the products.

7. Notes (Optional): Detailed information: https://ycis.ac.in/best_practices.php

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The institute strives towards promotion of science education and research to encourage scientific innovations and creativities to benefit scholarly students, faculties and budding scientists that expands the boundaries of knowledge for wellbeing of society. This institutional distinctiveness addresses few of the **sustainable goals of UNESCO** like good health and well-being, quality education, gender equality and climate action. In this connection, the institute is internationally collaborated through **membership of United Nations Academic Impact**. Being situated in semi-urban area in Satara City, institute is among **Eminent Autonomous College fosters science education though multidisciplinary**. Several core elements have contributed significantly towards institution's science education and research promotion efforts.

- **Academically Flexible Science Education:** Institute offers a wide academic flexibility in science education through 29 UG and 15 PG programs.
- **Cutting-edge Research Facilities:** Research permeates the academic landscape, spanning across undergraduate and postgraduate levels facilitated by **10 research centres** endorsed by the

affiliating University. **State-of-the-art instrumentation facility, C-III Center and Center of Excellence** equipped with modern research amenities.

- **Financial Commitment to Research and Innovation:** Institute has invested over Rs. 280 lakhs to support vibrant research environment. Furthermore, **Rs. 220 lakhs** have been set aside as a **Research Corpus fund** to support **research initiatives**. Grants from **RUSA, DBT, DST, UGC, Shivaji University** and other sources strengthened the research endeavours. Construction of dedicated '**Golden Jubilee Building for Research and Extension**' is among noteworthy research and innovation move by the institute.
- **e-Yantra Lab Setup:** A flagship initiative of MoE of Government of India i.e. National Mission on Education through ICT sanctioned to IIT, Bombay set-ups **e-Yantra Lab** in HEIs. **Our institute is one of 400+ eLSI colleges under the e-Yantra Lab Setup** as well as **Virtual Lab partner of IIT, Bombay**. Moreover, institute have a **local chapter of NPTEL/SWAYAM**. Such initiatives contributed significantly in **uninterrupted education during covid-19 pandemic**.
- **Comprehensive Research Policies and SOPs:** Institute have **well-defined policy** of Research and Development with **Research Promotion Emphasis and manuals** aimed at fostering conducive research environment and augmenting research output in terms of **publications, patents and resolving societal issues**. **Research Promotion and Ethics Committee** through a stringent research ethics policy and plagiarism check facility underscores the institution's unwavering commitment to ethical standards in research.
- **Research Conventions** Institute regularly hosts a myriad of conferences, seminars, training sessions and workshops that provides platform for intellectual exchange, collaboration and dissemination of research findings. The initiatives like **MBL, PBL, PD3P4** (Project Design Development Demonstration Patent Prototype Product Publication) also ensures the inculcation of scientific temperament among students. **YCIS Hackathon, Rayat Innovation Challenge, Avishkar Research Conclave and National Science Day events** motivates students to discover research and innovation opportunities.
- **Efficient Research Mentoring:** Faculty members actively engaged in research guidance and inspire students in their research pursuits (UG, PG and Research degree levels).
- **Promotion of Innovation:** In alignment with its commitment to nurturing innovation, the institution established **Center for Invention, Innovation & Incubation** for availing facilities like **skill training, innovation, incubation and co-working space**. The center functions as a business incubator to support young innovators and businesses and enable them to thrive. **Start-Up Clinic** and **Fab lab** (Makers Lab) encourages innovation based entrepreneurship journey. **Karmaveer Bhaurao Patil research Foundation** (section 8 company) and **Center of Excellence in Artificial Intelligence** in Application Development also strives for innovation initiatives.
- **Participation in Innovation-Based Initiatives of GOI:** Institute regularly participates in Ministry of Education (MoE), Government of India's innovation-based initiatives and rankings. The institute registered its **Institution's Innovation Council** at MoE's Innovation Cell. Alongside IIC, the institute also participates in **NIRF and ARIIA initiative of GOI**.
- **Global Contribution in Quality Education:** Through the **membership of United Nations Academic Impact**, the institute supports the global movement of minds to promote quality education and new culture of intellectual social responsibility.
- **Focus on Intellectual Property Rights:** Apart from integral part of curriculum, the institute conducts workshops on IPR and Research Methodology ensuring students well-versed in critical aspect of research and innovation.
- **Entrepreneurship Development Cell and Skill Hub:** Institute established the **ED Cell and**

Skill Hub under RUSA in 2019 aimed at nurturing creative thinking and supporting students in translating innovative ideas into successful entrepreneurial ventures.

- **Industry and Research Advisory Boards:** Institute have functional Advisory board at institutional (**Institute-Industry Advisory Board** and **Institute-Research Advisory Board**) departmental levels which help in shaping research priorities, fostering interdisciplinary collaborations and industry-academia connect.
- **Recognition of Research Outcomes:** Institute recognizes and appreciates the researchers by honouring them in **Annual Research Festival** for outstanding contribution in the academic year. IQAC is serving as a catalyst for further excellence in research and innovation through the provision of incentives.
- **Societal engagement:** Through diverse **research and innovation based outreach and extension activities** institute engaged in extension of science education and research for societal betterment. Activities focusing energy conservation, household chemicals, biofertilizers, organic farming provides scientific insights and empowers the society.

Impact of these initiatives is profound through following outcomes,

- **NIRF Rank Band:** 101-150 (2021), 151-200 (2022)
- **IIC Ranking Status:** 4 STAR (2020), 3.5 STAR (2022)
- **ARIIA Ranking:** PERFORMER status (2021).
- **Organization of about 250 scientific events.**
- **Research Outcome and Deliverables:**
- **Research papers in UGC-Care and Scopus:** 358
- **Books and book chapters:** 222
- **Students research articles:** 200
- **Patents:** 16 granted, 26 published
- **Prototype development:** 50
- **Products launched:** 13
- **48 students awarded Ph.D. and 46 perusing.**
- **20 faculty members in top 2% researchers list of World AD Scientific Index.**
- 10 faculty members as **Innovation Ambassadors** of IIC, MoE, Government of India.
- **Research Collaborations:** The institution has established strategic MoUs and collaborations with prestigious international organizations for fostering research and development including NanYang Academy of Sciences, Singapore, Sung Kyun Kwan University, South Korea, Bulgarian Academy of Sciences, Bulgaria and Dongguk University, South Korea.
- **Research and Innovation Extension through Esteemed Alumni:** Institutional efforts on science education, research and innovation are carried further by the alumni by occupying positions at world reputed universities across the globe.

With a relentless focus on nurturing talent, fostering creativity, and pushing the boundaries of knowledge, the institution continues to elevate the standards of science education, research and innovation in the academic landscape.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Peer Team Recommendation	Compliance
Number of permanent faculty for some of the existing programs be appointed with reasonable salary package.	Institute recruited 30 permanent faculties for Grant-in-aid programs and full time faculty to self-finance programs.
More courses of applied and interdisciplinary nature/ emerging areas as per the demand of stake holders be started in phase manner	Institute introduced following new programs and courses since 3rd Cycle NAAC Assessment and Accreditation, <ul style="list-style-type: none"> • B.Voc (Software Development) • 09 B.Sc. Programs (Drug Chemistry, Material Science, Military Science and NCC, Computer Application, Data Science, Bioinformatics, Instrumentation Science, Economics, Music Science). • Integrated UG-PG: (Artificial Intelligence). • 08 M.Sc. Programs: Biotechnology, Electronics, Fisheries, Computer Science, Food Technology, Data Science, Forensic Science, Animation Science • 149 Short Term Courses
Seed Money provided for research is to be enhanced for good research proposals and scholarships should be arranged for research scholars.	Institute provided Rs. 27.57 lakhs of seed money for research in last 5 years. 16 research scholars benefitted from institutional and government research scholarship.
Teachers may be encouraged to get more funds through major/minor research projects from different funding agencies.	Faculties encouraged to submit research proposals and received grants from UGC, RUSA, DBT, DST and Shivaji University. <ul style="list-style-type: none"> • Number of Research Schemes: 84 • Total Grants Received: 94.96 lakhs
More opportunities of exposure for students to reputed institutes/ research organizations/ industries be provided.	Compulsory internship and research trainings and MoUs with industries availed more industrial and research exposure to the students.
Efforts for promotion of non-teaching staff members as per their qualifications and experience may be made.	A non-teaching staff selected as Librarian on grant-in-aid post and 11 staff promoted from their existing designations.
Temporary non-teaching staff may be paid reasonably.	Institute made provision of 20% salary hike to temporary non-teaching staff.
Transport facility may be arranged for students.	Institute availed ' Bus Stop Facility and monthly travel pass facility near campus.
Hostel facility for boys and girls may be improved by	New Boy's hostel with 100 accommodation capacity

the institute.	is constructed.
Institute may start some short term courses in foreign languages.	Institute started Japanese and German Language Courses

Concluding Remarks :

Overall, Yashavantrao Chavan Institute of Science, Satara provides a good ambience for teaching-learning process, trainings and capacity building and holistic development of students. The institute is one among the initial cluster university established in the state. During last five years the institute has received over ten crores of grants from government funding bodies such as RUSA, DST, DBT and UGC for strengthening academics, research and infrastructure facilities. The last five years have witnessed an outstanding improvement in academic and physical infrastructure. Besides conventional degrees science faculty the institute also offers many job-oriented, self-finance programs, vocational and skill enhancement courses. The institute is pioneering in implementation of NEP-2020 in the jurisdiction of affiliating university. NEP-2020 given an opportunity to design and develop programs and courses as per the local need and enhance employability by giving electives under vocational and skill enhancement courses and making them globally competent. Examination reforms helped to make the evaluation system more effective, efficient, and transparent. The faculties and alumnus of the institute proved their leadership qualities as Advisers to the Foreign Delegations, Govt. of India, Director of Higher Education, Maharashtra, Vice Chancellors of state universities and members of bodies like Management Council, Senate, Academic Council, Board of Studies, Directors of the Research Organizations, Academic Trainers etc. Continual community engagement and green campus initiatives of the institute are well recognized from GO's and NGO's. With the right approach and a commitment to excellence, Yashavantrao Chavan Institute of Science, Satara can continue to provide quality education make a positive impact on the lives of its students and contribute to nation-building.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 851 Answer after DVV Verification: 827</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1005 Answer after DVV Verification: 1005</p> <p>Remark : Input changed as per data given in supporting documents.</p>																														
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :258</p> <p>Remark : Input changed as Courses below 30 contact hours will not be considered. Also Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted as one only.</p>																														
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>850</td> <td>806</td> <td>1114</td> <td>1092</td> <td>596</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>453</td> <td>448</td> <td>485</td> <td>468</td> <td>466</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	850	806	1114	1092	596	2022-23	2021-22	2020-21	2019-20	2018-19	453	448	485	468	466	2022-23	2021-22	2020-21	2019-20	2018-19					
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2022-23	2021-22	2020-21	2019-20	2018-19																											

1050	1014	1231	1346	845
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
683	659	667	693	659

2.4.1 **Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
88	88	90	89	89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
86	86	88	87	87

2.4.3 **Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year**

Answer before DVV Verification : 1361

Answer after DVV Verification: 1329

2.4.4 **Percentage of full time teachers working in the institution throughout during the last five years**

2.4.4.1. **Number of full time teachers worked in the institution throughout during the last five years:**

Answer before DVV Verification : 67

Answer after DVV Verification: 66

2.6.2 **Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

2.6.2.1. **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Answer before DVV Verification : 1261

Answer after DVV Verification: 1261

3.1.2 **The institution provides seed money to its teachers for research**

3.1.2.1. **Amount of seed money provided by institution to its teachers for research year wise**

during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.5	8.45	00	3.40	5.72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.5	5.0	3.5	0.5	2.81

3.1.3	<p>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</p> <p>3.1.3.1. Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 27 Answer after DVV Verification: 25</p> <p>Remark : Input changed as per supporting document. JRF is not considered here</p>
3.2.1	<p>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification : 85.945 Answer After DVV Verification :64.04</p>
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years. Answer before DVV Verification : 64 Answer after DVV Verification: 04</p> <p>Remark : Input changed as per proofs provided.</p>
3.4.4	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 222 Answer after DVV Verification: 45</p> <p>Remark : publications with the same isbn is considered as one.</p>

3.5.1	<p>Revenue generated from consultancy and corporate training during the last five years</p> <p>3.5.1.1. Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>37.18497</td> <td>25.30702</td> <td>3.55967</td> <td>0.36590</td> <td>0.01500</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36.49</td> <td>25.70</td> <td>3.38</td> <td>0.41</td> <td>0.01</td> </tr> </tbody> </table> <p>Remark : Input changed as per data provided.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	37.18497	25.30702	3.55967	0.36590	0.01500	2022-23	2021-22	2020-21	2019-20	2018-19	36.49	25.70	3.38	0.41	0.01
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3.6.2	<p>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years</p> <p>3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1095 1046 1229"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>43</td> <td>33</td> <td>26</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1308 1046 1442"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>26</td> <td>15</td> <td>14</td> <td>20</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	74	43	33	26	34	2022-23	2021-22	2020-21	2019-20	2018-19	21	26	15	14	20
2022-23	2021-22	2020-21	2019-20	2018-19																	
74	43	33	26	34																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	26	15	14	20																	
3.7.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years</p> <p>Answer before DVV Verification : 126 Answer After DVV Verification :88</p>																				
4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1957 1046 2092"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>622.80</td> <td>490.89</td> <td>245.48</td> <td>177.89</td> <td>328.13</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	622.80	490.89	245.48	177.89	328.13										
2022-23	2021-22	2020-21	2019-20	2018-19																	
622.80	490.89	245.48	177.89	328.13																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
622.79	490.79	245.03	177.87	328.13

Remark : Input changed as per data given.

4.2.2 **Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

4.2.2.1. **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.20	44.70	1.32	8.71	9.87

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.04	43.88	1.32	6.85	8.37

Remark : Input changed as per proofs given.

4.4.1 **Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

4.4.1.1. **Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
324.42	251.80	98.34	246.20	278.66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49.24	48.31	24.35	74.96	98.32

Remark : Focus of this metric is only on the repair and maintenance of physical facilities and AMC for academic facility.

5.1.4 **The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input changed as per given proofs. There is no activity conducted for awareness.

5.3.1 **Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	29	16	20	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	08	16	12	07

6.3.2 **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:

2022-23	2021-22	2020-21	2019-20	2018-19
75	72	74	57	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	70	13	57	27

Remark : Input changed as per given proofs. Teachers provided financial assistance with minimum Rs. 2000/- are considered.

6.3.3 **Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	74	56	72	55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	39	31	45	51

7.1.6 Quality audits on environment and energy are regularly undertaken by the institution
The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environmental audit**
- 2. Energy audit**
- 3. Clean and green campus recognitions/awards**
- 4. Beyond the campus environmental promotion and sustainability activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Audit should be done from recognized government organizations.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>82</td> <td>77</td> <td>79</td> <td>79</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>82</td> <td>80</td> <td>76</td> <td>78</td> <td>78</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	84	82	77	79	79	2022-23	2021-22	2020-21	2019-20	2018-19	82	80	76	78	78
2022-23	2021-22	2020-21	2019-20	2018-19																	
84	82	77	79	79																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
82	80	76	78	78																	
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 100</p> <p>Answer after DVV Verification : 98</p>																				