SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

YASHODA COLLEGE OF ARCHITECTURE SATARA

S.NO. 244, NH4, WADHE PHATA, SATARA
415011
www.ycoa.org.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

We are standing on the edge of 21st century where '**Knowledge is the real power'** and professional education is the most vital source of knowledge. Prof. D. B. Sagare, Founder President having over 35 years of educational experience established Yashoda Shikshan Sanstha' (YSS) in 2008 & YSPM in 2009. As Sir`s idol is his mother he gave her name, '**Yashoda'** to the institution. Yashoda College of Architecture, campus received approval of AICTE , DTE & COA for starting B.Architecture Course It is spread over an area of 2.5 acres. The total built up area of the buildings in the campus is approximately 8797.30 sq.m. The campus consists of the state of the art infrastructure that creates conductive environment for learning to today's generation. Sir started the "*Dattak Palak*" scheme for economically under privileged students. Today more than 10 students are receiving the benefit.

About YSPM & YSS Institute

A-Yashoda Technical Campus, Satara

1.   Yashoda College of Engineering (Mechanical, Computer, Electrical, E&TC, Civil)

2.   Yashoda College of D. Pharmacy, B. Pharmacy, M. Pharmacy (Pharmaceutics & Pharmacology)

3.   Yashoda Polytechnic

4.   Yashoda College of Management

5.   Yashoda College of MCA

B. Other Institutes of YSPM & YSS

1.   Yashoda College of Architecture, Satara

2.   YSPM's Yashoda Public School, Satara

3.   Sadhana Primary School (English and Marathi Medium), Satara

4.   New English School, Nune Satara

5.   Loknete Subarao Kadam Junior College of Arts , Commerce & Science

We educate and sensitize the budding. Professionals many awareness programs and iteractions with social organizations which inspire the youth to contribute to the best of their abiity in their chosen field of architecture and technology. The parent body has been recognized and honored by many social organizations for their good work for students.

Vision

To empower the students with knowledge, Values, Skills, Innovative / Creative lateral thinking and meet the educational , social , global, environmental and economic needs of the region and nation to create Humane Society.

Mission

- To impart quality education & training to students for shaping their career with providing opportunities to students & faculty and continuous learning opportunities.
- To empower the students with recent knowledge, skills and right attitude in order to meet the challenges of future by guidance, seminars & lecture's as well as Environmental issues.
- To generate new knowledge and promote excellence in research and extension activities.
- To make efforts for the spread of technical education among classes and communities, which are socially and educationally underprivileged specifically for rural areas.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Visionary leadership

2. Proactive and Transparent management

3. Culture based on respect and discipline.

4. Well-maintained and Adequate Infrastructure

5. Good faculty retention

6. Good number of collaborations with Industries for development of student and faculty

7. Institution has a holistic view of educational system as we are associated with different Educational institutions.

8. Wi-Fi enabled campus.

9. Well established laboratories with adequate hardware and advanced software.

10. Visiting Faculty is having very good practice experience, when gives grow knowledge to students.

Institutional Weakness

1. Do not have liberty to make changes in curriculum as being an affiliated college.

2.   Funded research by Government and other leading Research and Development agencies are less than expectations with Architectural perspective.

3.   Location of the campus is far from main city.

4.   Participation of alumni in the overall development of the college is less as not too many batches are passed.

5.   Less research publications in peer reviewed International Journals having high impact factor.

6.   Student input quality is less since most of students come from rural background.

Institutional Opportunity

1. Explore alumni involvement in academic and placement activities.

2. New education Policy: The new education policy opens up an opportunity for the institute to become a multidisciplinary university. The institute has meaningful interaction with various industries in tune with NEP and skill development programs.

3. Consultancy services can increase

4. Improvement of Faculty and student exchange programme with National and International Institutes

5. Enhancement / encouraging for Entrepreneurship among Students.

Institutional Challenge

1. **Geographical disadvantage:** Being located in rural area, limitations to attract the talent- students and diverts faculties with industry experience from national and global regions. There is absence of industrial area in the vicinity.
2. **Quality placement and internships:** There are no big MNCs nearby and it is also difficult to attract companies for placement with higher package.
3. **Student's interest in research:** The societal mindset in the region is to get a job post degree completion. Resulting in lack of the student's interest in research as a further opportunity.
4. Meeting the ever changing requirements of industry and society as a whole along with rapidly changing technology.
5. Improving communication skills of students from rural background who otherwise are sound in technical competencies.
6. Involvement of industry professionals
7. Improving the quality of admitting students
8. Attracting research grants from funding agencies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Yashoda College of Architecture (YCA) follows a well-organized and recorded process, including the academic calendar and ongoing internal assessments, enables excellent curriculum preparation and delivery. The institute starts by establishing clear learning objectives for each course, followed by designing assessments and developing course materials and teaching plans that align with the objectives. YCA uses a variety of instructional strategies to engage students and promote learning. The institute maintains detailed records of the learning objectives, assessments, and course materials, and conducts ongoing evaluations of the curriculum and teaching methods to ensure effectiveness. YCA also offers certificate and value-added programs to students.

YCA includes problems that are universal to the curriculum, such as gender, human values, environment, and sustainability. The college places a strong emphasis on professional ethics and social responsibility, and students get the opportunity to gain practical experience by completing internships with registered architects. YCA also prioritizes human values and emphasizes cross-cutting issues such as social responsibility, sustainability, and ethical practices. The curriculum includes a diverse range of subjects, collaborative learning opportunities, and student council elections to encourage active student participation. YCA is committed to promoting environmental sustainability in its curriculum by incorporating subjects such as climatology, environmental studies, landscape architecture, and building services, and providing students with study tour opportunities.

Teaching-learning and Evaluation

Yashoda College of Architecture (YCA) focuses on student-centric learning methods, utilizing ICT tools and online resources for effective teaching and learning. We promote collaborative learning through design studio collaborations, adaptive learning for personalized instruction, experiential learning through hands-on projects, project-based learning such as retrofitting historic buildings, inquiry-based learning through guided exploration, participative learning via open juries and case study presentations, and problem-solving methodologies including brainstorming and SWOT analysis.

The college maintains a transparent and efficient assessment system. Internal examinations are conducted following university regulations, with prompt posting of marks on notice boards. Students have opportunities to improve their grades, and various assessment methods are used. Grievances for internal and external examinations are addressed promptly.

YCA communicates Programme Outcomes (POs) and Course Outcomes (COs) through multiple channels like the institute's website, university syllabus, admission prospectus, induction program, and social media. Faculty meetings, notice boards, and student council also serve as platforms for communication. Assessment methods aligned with learning objectives are used to evaluate student achievement.

Over the past five years, YCA has maintained a 56% student enrolment percentage, with a student to full-time teacher ratio of 7. Fifty percent of the faculty hold the highest degree required as per the Council of Architecture's norms. The college has achieved a 93% pass percentage.

Research, Innovations and Extension

Yashoda College of Architecture (YCA) has actively pursued research, innovation, and social responsibility over the past five years. With grants totaling 1.15 lakhs INR, the institution has supported research projects and endowments, while fostering an ecosystem for innovation of IKS. This system includes an IPR cell, an incubation center, and other initiatives aimed at knowledge transfer and technology development.

The college's Research and Development (R&D) Cell has played a pivotal role in promoting a research-oriented culture among both faculty and students. We have encouraged participation in conferences, seminars, and workshops organized by renowned institutions, as well as facilitated paper presentations and attendance at seminars. YCA has focused on addressing crucial issues such as waste management, sustainability, the environment, and solar energy through its diverse research projects.

The Incubation Centre at YCA provides a supportive environment for students to transform their ideas into practical solutions. It offers resources, mentorship, and workshops on the latest technology and design trends. Students benefit from hands-on experience through workshops and industry visits. The center also facilitates interactions with successful entrepreneurs, promoting an entrepreneurial mindset among students.

YCA has placed significant emphasis on extension activities aimed at promoting social awareness and holistic development. The college organizes initiatives such as a plastic waste recycling program, cleaning drives, tree plantation, and architectural events. These activities sensitize students to social issues and instill a sense of responsibility towards the environment and the community. Participation in national and international events like the National Association of Students of Architecture (NASA) and World Architecture Day seminars provides valuable exposure to the latest industry trends.

The college has received recognition for its extension activities from government and government-recognized bodies. Notable awards include the Maratha Samaj Bhushan Award and Jilha Stariya Gunvant Shikshak Puraskar to the Founder President, the Sakal Generation Next Award to the Vice-President, and the Corporate Excellence Award to Yashoda Education Institutes.

YCA actively collaborates with industry, community, and non-governmental organizations, conducting 28 extension and outreach programs in the past five years. The college has established eight functional MoUs/linkages with institutions and industries in India for internships, on-the-job training, project work, student/faculty exchange, and collaborative research.

Infrastructure and Learning Resources

Established in 2015, Yashoda College of Architecture has made significant efforts to develop adequate infrastructure and facilities to meet the requirements of statutory bodies. The institute boasts well-furnished and spacious classrooms equipped with LCD projectors for theory classes. Additionally, there are ICT-enabled classrooms with multimedia learning capabilities and internet access. The campus also provides various facilities for cultural and sports activities, including a yoga center, indoor and outdoor games, a gymnasium, and an auditorium.

The laboratories and workshop areas are with state-of-the-art facilities, conforming to the standards set by the Council of Architecture (COA) and Shivaji University, Maharashtra. The computer center is well-established, offering 40 computers for academic use, along with servers, printers, LCD projectors, and scanners. The

institute has also allocated ample internet bandwidth, with a 50 Mbps connection, as well as secure Wi-Fi connectivity throughout the campus. Notably, the computer center serves as an examination center for government and university exams such as GATE, JEE, MHCET, and MSEB.

The library and reading room occupy a total area of 150 sq.m and house a wide range of reading materials, including books, e-books, e-journals, CDs, and DVDs. The library is fully computerized and utilizes the Autolib Library Management Software, which provides features like easy data entry, multimedia interface, and online catalog access. The institute has made substantial investments in digital resources, including subscriptions to e-resources and journals.

Regarding IT facilities, the institute frequently updates its infrastructure to meet the needs of students and faculty. The internet facilities have been significantly improved, offering a 1:1 ratio of internet access with a 50 Mbps connection. Wi-Fi access is authenticated and restricted to authorized users. The institute has a sufficient number of computers, with plans for further upgrades. To ensure uninterrupted work, a 15 KVA UPS facility is in place. The LAN facility employs a hybrid LAN with wired connectivity using a star topology.

Furthermore, the institute has implemented Seqrite Terminator Firewall to safeguard its IT infrastructure. CCTV surveillance has been installed in sensitive areas such as the girls' hostel, reading room, library, and corridors.

Student Support and Progression

Yashoda College of Architecture (YCA) has provided scholarships and freeships to 54.37% of students over the past five years, with support from the institution, government bodies, industries, individuals, and philanthropists. The college focuses on enhancing students' capabilities through various activities like soft skills development, language and communication skills, life skills (including yoga and physical fitness), and ICT/computing skills.

During the last five years, 76.84% of students received guidance for career counseling and competitive examinations from the institution. YCA adopts a transparent and comprehensive approach to address student grievances, including mechanisms for grievance submission and timely redressal through appropriate committees. This includes addressing issues related to examinations, sexual harassment, and ragging.

YCA has achieved 100% placement of outgoing students and students progressing to higher education in the last five years. Additionally, nine students have qualified in state, national, and international level examinations, and some are currently pursuing master's degrees. The college's students have also received sport award in zonal level table tennis and dance competitions.

Over the past five years, YCA students have actively participated in 22 sports and cultural programs, demonstrating their holistic development beyond academics. The college benefits from a registered Alumni Association, governed by a set of rules and regulations. The association plays a vital role in fostering a sense of community among the alumni, providing a platform for them to connect, share experiences, collaborate on projects, and support the college's development.

The Alumni Association organizes an annual alumni meet, facilitating alumni networking and fundraising for the association's initiatives. It also facilitates interactions between alumni and current students to transfer professional and educational knowledge. The association is led by dedicated office bearers who work towards

achieving its objectives, including the President, Vice President, Secretary, Treasurer, and other members.

The Alumni Association has made significant contributions to YCA's development through various initiatives, aiming to provide financial assistance for programs benefiting the college's students. Overall, the association plays a crucial role in supporting the college's growth, strengthening alumni ties, and creating a vibrant community of former students.

Governance, Leadership and Management

Yashoda College of Architecture (YCA) demonstrates institutional governance and leadership aligned with its vision and mission. The institution is looking forward totake initiatives for National Education Policy (NEP) and focuses on sustainable growth, decentralization, and participation in institutional governance. It has a short-term and long-term Institutional Perspective Plan to empower students and meet educational, social, global, environmental, and economic needs. YCA employs student-centric teaching methods, such as collaborative learning, project-based learning, and ICT-based teaching, supported by resources and online materials. It also plans to implement the Academic Bank Credit System and multidisciplinary education in line with the NEP.

The faculty at YCA engages in practical architectural projects and attends faculty development programs to enhance their knowledge and skills. The institute emphasizes ethical values through spiritual programs, national celebrations, and social awareness initiatives. It also organizes training programs and collaborations with external agencies to expose students to green practices and sustainable designs.

The institution follows a decentralized governance structure, with the principal overseeing administrative activities and financial control, while the Head of the Department focuses on academic activities. Functional and statutory committees comprising faculty and staff discuss relevant issues and propose actions, which are then approved by the College Development Committee and Yashoda Shikshan Prasarak Mandal. The institute implements e-governance in finance, admissions, administration, and examinations.

YCA has a performance appraisal system for faculty and non-teaching staff, which includes self-assessment, reviews by superiors, and student feedback. The institution supports faculty's attendance at conferences/workshops and encourages participation in faculty development programs. It has strategies for resource mobilization and utilizes funds from various sources. Regular financial audits, both internal and external, ensure financial transparency and compliance.

The Internal Quality Assurance Cell (IQAC) at YCA plays a vital role in ensuring quality assurance. It reviews teaching-learning processes, structures, methodologies, and learning outcomes. IQAC conducts training programs, monitors documentation, and facilitates improvement in various activities. The institute conducts internal and external academic audits to enhance the quality of education. It also engages in collaborative quality initiatives with other institutions and recognizes quality audits/accreditations from reputable agencies.

Institutional Values and Best Practices

Yashoda College of Architecture (YCA) has made notable strides in promoting gender equity and inclusivity on campus. Through a Gender Audit, the institution identified areas of gender bias and implemented measures to address them. Sensitization programs, workshops, and seminars have been organized to raise awareness about gender issues, universal design, and sexual harassment. Co-curricular activities have been structured to ensure

equal representation and collaboration between male and female students.

YCA has also prioritized providing facilities for women, including a girls' common room, maternity leave for faculty and staff, and flexible scheduling options for married female students. These efforts aim to create a campus culture that supports and empowers women.

In terms of inclusivity, YCA celebrates cultural and regional events, fostering tolerance and harmony. The institute actively participates in global initiatives such as International Yoga Day and World Environment Day, promoting awareness and engagement. Financial aid and scholarships are provided to economically weaker students, and collaborations with NGOs empower underprivileged communities.

YCA has implemented best practices such as promoting green and sustainable practices, raising awareness of art and architecture in the community, and bridging the gap between rural and urban education. These practices have resulted in increased green cover, improved waste management, community engagement, and recognition from local authorities.

The college's focus on education for rural students is evident through scholarships, book banks, study tours, and workshops by renowned architects. Extracurricular activities are encouraged to foster holistic development.

Overall, Yashoda College of Architecture is committed to promoting gender equity, creating an inclusive environment, implementing best practices, and prioritizing education for rural students. These efforts contribute to a diverse, equitable, and enriching educational experience at YCA.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College

Name	YASHODA COLLEGE OF ARCHITECTURE SATARA
Address	S.No. 244, NH4, Wadhe Phata, Satara
City	SATARA
State	Maharashtra
Pin	415011
Website	www.ycoa.org.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Suhas Shankarrao Talekar	02162-271239	9822044210	-	principalarch@yes.edu.in
IQAC / CIQA coordinator	Snehal Shivaji Shedge	02162-271238	9665550226	-	sss_arch@yes.edu.in

Status of the Institution

Institution Status	Private and Self Financing

Type of Institution

By Gender	Co-education
By Shift	Regular

Recognized Minority institution

If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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
COA	View Document	04-07-2022	12	Institute has applied for Extension of Approval to Council of Architecture as per standard norms given by COA

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S.No. 244, NH4, Wadhe Phata, Satara	Rural	2	4414.81

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BArch,Bachelor Of Architecture	60	HSC	English	40	10

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				2				3				10
Recruited	1	1	0	2	1	2	0	3	4	4	0	8
Yet to Recruit				0				0				2
Sanctioned by the Management/Society or Other Authorized Bodies				3				4				8
Recruited	2	1	0	3	1	3	0	4	4	4	0	8
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	5	2	0	7
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	2	1	0	1	3	0	4	4	0	15
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**
	3	1	0	4

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	5	0	0	0	5
	Female	5	0	0	0	5
	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	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	4	2	8
	Female	2	3	3	6
	Others	0	0	0	0
General	Male	2	2	0	11
	Female	4	5	6	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		8	14	11	40

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) 2020 had given guidelines on the development of the creative potential of each individual. It is based on the principle that education must develop cognitive capacities, 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving and also social, ethical, and emotional capacities. The Vision of NEP, to provide high quality education rooted in Indian ethos that contributes directly to transforming India, That is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, and thereby making India a global knowledge superpower, is well taken by

	Yashoda College of Architecture (YCA) . A series of discussion session among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging, logical decision making and innovation, critical thinking and creativity. In view of the NEP, all academic programs are redesigned to include Multidisciplinary/ Interdisciplinary courses as open elective. The Institute is adequately equipped with infrastructure for Multidisciplinary/ Interdisciplinary focus on curriculum development/modifications. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered in other specializations. YCA 's proactively working towards implementation of the suggestions given in the NEP.
2. Academic bank of credits (ABC):	An Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized (Higher Education Institution) so that the degreed from an HEI can be awarded taking into account credits earned is a key component of the NEP-2020 that academic institutions need to implement. Integrating Higher Education Institution in a globalized space is critical and urgent as we move forward. The institute shall make necessary arrangements and amendments in the academic system. There shall be dedicated system to promote effective management of 'Academic Bank of Credits.
3. Skill development:	To address the skill development component as envisaged in nep-2020, the institute has taken efforts to strengthen the curriculum with adequate skill development content. The curriculum with develops skills of students like creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, communication skills, teamwork, planning and organizing, lifelong learning, commercial awareness, adaptability or flexibility through industry ready curriculum. Students are motivated to participate in extracurricular activities and organizing events, on and off the campus, to explore a number of qualities like managerial skills/leadership skills, planning and enterprising skills, and interpersonal skill. The institution is offering value-based education to inculcate positivity amongst the learned that include the development of humanistic, ethical,

	constitutional, and universal human values, citizenship values, and also life skills . Further the institution shall tie-up with state and central government initiative to promote skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As a part of NEP-2020 implementation, the institution shall float an environment where student can engage in teaching learning in their mother tongue (regional language). Student shall be motivated to use SWAYAM platform for learning courses of Architecture in regional languages. To improve confidence in students from rural backgrounds and to improve understanding of concepts, faculty are using mother tongue as a medium of instruction in teaching learning process to make student understand some of the difficult concepts. The ability to express the views, ideas, thoughts, opinions, etc., by the student shall be addressed with a mix of English and local languages. The cultural expressions among the students are developed by motivating them to participate in various cultural activities.
5. Focus on Outcome based education (OBE):	The institute follows the outcome based education (OBE), system which is reflected in the curriculum design, teaching & learning process and assessment of the students. The institution adheres to the National Board of Accreditation norms to prepare the curriculum with clearly stated Institute Vision & Mission, Department Vision & Mission, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes(PSOs) ,and course outcomes (COs). The entire process is aimed to realize the value-addition in transforming students admitted to the Programme into capable technocrats, having sound domain knowledge and a satisfactory level of professional technical world. The institute focuses on effective learning that requires a comprehensive approach involving appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum is interesting and relevant, and updates regularly to align with the latest knowledge requirements and to align with the latest knowledge requirements and to meet specific learning outcomes. The assessment methods are scientific, designed to continuously improve learning and test the application of knowledge. Thus, curriculum, pedagogy, continuous

	assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas , a number of initiatives are taken to ensure that learning environments are engaging and supportive, and enable all students to succeed.
6. Distance education/online education:	Online education has broken the geographical barriers creating interaction of expert and students from far of places. This can be considered as the new normal, which is envisaged in New Education Policy as well. In this connection, the institute has implemented online course through National Scheme like SWAYAM, NPTEL etc. for our student and considering for credits earned against elective courses. Due to the experience gained during lockdown period of Covid-19, access to online resources by educator and students will not be a constraint anymore. Students are encourages to do MOOC courses at the institute, Institute has successfully imparted all its course content delivery in online mode during the Covid-19 pandemic with tools such as Zoom and Google Meet, WebEx app etc. Sensing the need for the distance mode/online mode. Learning management system are made mandatory for the entire faculty of promote online education. Required digital infrastructure is updated to support digital learning, Appropriate existing e-learning platforms are strengthened and content creation and dissemination is encouraged in academic practices.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club is set up in Yashoda College of Architecture(YCA), Satara, Maharashtra, with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct awareness programs to educate the targeted populations about voter registration, electoral process, and related matters. We help election commission during entire election process at assembly constituency and Teacher Constituency election programs by sending

	our non-teaching staff. We also conduct street plays, poster presentations, elocution, essay writing and other programs which create awareness regarding electoral procedures.
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?	Yes. Established in the year 2022, Electoral Literacy Club has been constitutes as per the directions of Election commission of India to spread electoral literacy among the students. Objectives: 1. To educate the targeted population about voter registration, electoral process and related matters through hand of experience. 2. To facilitate EVM and VVPAT familiarization and educate about the robustness of EVM as well as the integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote and exercise their suffrage right in confident, comfortable and ethical manners. 4.To harness the potential of ELC member of carrying the electoral in communities. 5. To facilitate voter registration for its eligible members who are not yet registers. 6. To develop culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.
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.	We Yashoda College of Architecture, Satara take following initiative under ELC club. • Participation in voter registration of student. • Voluntary contribution by the students in electoral processes. • Assisting District Election Administration in conduct of poll. • Voter awareness campaign. Promotion of ethical voting, enhancing participating of the under privileged sections of society especially transgender, commercial sex workers, disable persons, senior citizen, etc.
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 advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral related issued especially awareness drives, registering new voters at institute level and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner. 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle . 'Every votes counts' and 'No Voter to be Left Behind'.

| 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. | Every year during admission process of the first year new voter registration drive is conducted at institute for above 18 years of age students. Also one more special drive is organized for remaining students those who are about 18 years of other classes in the institute. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
105	125	134	126	93
File Description		Document		
Upload Supporting Document		[View Document]()		
Institutional data in prescribed format		[View Document]()		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 24

File Description	Document
Upload Supporting Document	[View Document]()
Institutional data in prescribed format	[View Document]()

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	12	09

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
33.97882	66.42956	18.33621	27.22947	34.95798

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Effective curriculum planning and delivery are essential for ensuring that students receive a quality education. Yashoda College of Architecture(YCA) follows a well-planned and documented process to ensure effective curriculum planning and delivery.

The academic calendar outlines the timeline and schedule for each academic year, including start and end dates of semesters or terms, holidays, breaks, and other important dates as per Shivaji University, Kolhapur. It provides a structured framework that ensures smooth curriculum delivery and allows for effective planning and coordination among all stakeholders. In addition to this, institute prepares its own academic calendar that reflects the planning of extra curricular and co-curricular activities.

At YCA, the curriculum planning process begins by establishing clear learning objectives for each course. The learning objectives align with the institute's overall educational goals and are measurable, specific, and achievable. This ensures that students are evaluated on their ability to meet the stated goals.

Once the learning objectives are established, the institute designs assessments that align with these objectives. The assessments ensure that students are evaluated on their ability to meet the stated goals. Each faculty then develops course materials and lesson plans that align with the learning objectives and assessments. The institute uses different types of assessments, including formative assessment as progressive marking, Mid-terms, curricular activities, etc and summative assessments such as CO's and POs attainment, course exit survey, feedbacks, etc to evaluate effective student learning process.

The institute uses a variety of instructional strategies, including lectures, group discussions, hands-on activities, site-visits, and design case-studies, to engage students and promote learning.

The institute maintains and revies regularly, the detailed records of the learning objectives, assessments, and course materials. The institute conducts ongoing evaluations of the curriculum and teaching methods to ensure that they are effective in achieving the learning objectives. The evaluations use student feedback, assessment data, course exit surveys and other metrics to inform improvements to the conduction of academics.

All of the above ensures that students receive a quality education that aligns with the institute's overall educational goals.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 8

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	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2 *Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

Response: 72.21

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
76	97	29	126	93

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 *Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

Response:

Yashoda College of Architecture places a strong emphasis on professional ethics and social responsibility in its curriculum through subjects such as Environmental Studies, Climatology, Professional Practice, Sustainable architecture, Architectural conservation, Building services, etc

Professional ethics:

YCA is a premier institution that places a strong emphasis on professional ethics and social responsibility. These values are integrated throughout the college's curriculum, including in key subjects such as communication skills, professional practice, thesis project, etc.

In professional practice subject, students get opportunity to gain practical experience by completing an internship with a principal architect registered with the COA. This provides students with hands-on experience working on real-world projects and enables them to learn about the practical and ethical aspects of architecture as a profession.

Effective communication is essential for ethical behavior in any profession. YCA places a strong emphasis on communication skills in its curriculum to ensure that students can communicate effectively with clients, stakeholders, and other professionals

Gender:

YCA is also committed to universal design for all architectural design subjects, which is integrated into each design project. The college ensures that all design projects are inclusive of everyone, regardless of their gender, by focusing on universal design principles. The college encourages collaborative working between students of all genders. Collaborative working is more flourished in YCA will equal opportunities to participate in NASA trophies and portray their creative potential irrespective of their gender. The projects are designed to be gender-neutral, allowing students to showcase their inherent potential and achieve gender equity in the institute.

Human values:

YCA is a unique institution that prioritizes human values. The college emphasizes cross-cutting issues such as social responsibility, sustainability, and ethical practices. Students are encouraged to actively participate in the college's governance through student council elections. The curriculum includes a diverse range of subjects including history of architecture, project management, settlement study at various villages, and

internship opportunities. Additionally, collaborative learning through group studies fosters a culture of teamwork and inclusivity. The college prepares students to be socially responsible and compassionate architects who can positively impact the world.

Environment and sustainability:

YCA is committed to promoting environmental sustainability in its curriculum. The college incorporates cross-cutting issues related to the environment by incorporating in various subjects in its syllabus such as climatology, environmental studies in the second year, landscape architecture, and building services such as sanitization. Students are encouraged to think creatively and critically about the impact of architecture on the environment and to develop innovative solutions to minimize the environmental impact of buildings. With a particular focus on sustainable architecture, the college is committed to preparing students for the challenges of creating environmentally responsible designs that reduce the carbon footprint of buildings by incorporating sustainable practices into the design process, such as rainwater harvesting, sewage treatment plants, and the integration of solar, wind, alternative energy sources, etc. The college prepares students to become responsible architects who can design sustainable and environmentally friendly buildings that meet the needs of future generations.

The college also provides students with the opportunity to participate in study tours, where they can observe and learn about environment and sustainability in real world setting.Overall, YCA inculcates crititial ability of students towards Environment and sustainability.

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

1.3.2 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 100

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 105

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the*

feedback is made available on institutional website

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](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 56

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	14	11	40	39

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	40	40	40

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[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: 34.78

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2021-22	2020-21	2019-20	2018-19	2017-18
02	07	05	14	12

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	23	23	23

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by 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 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 7

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

1. **Collaborative Learning:** Yashoda College of Architecture promotes Collaborative learning through design studio collaborations between second and third-year students. This approach encourages diverse perspectives and fosters innovative ideas. Group work and peer review are integral components, with students working together, receiving guidance from faculty, and providing feedback to improve designs. Softwares like PowerPoint, AutoCAD, and Sketchup are used for group and individual projects.

2.   **Adaptive Learning:** To personalize instruction and cater to students' individual needs, Yashoda College of Architecture has implemented adaptive learning. Through Thesis projects and Internships students gain professional, research and personalized experience which helps them to impovise through adaptive learning. Also, the use of ICT tools facilitates personalized learning experiences based on individual learning styles, grasping skills, and needs.

3.   **Experiential learning** is emphasised, with first-year architecture students engaging in role-playing as clients and architects for design projects. This hands-on approach enhances communication and collaboration skills while providing practical knowledge. ICT tools support experiential learning by offering resources, simulations, and virtual experiences.

4.   **Project-based learning** is encouraged, such as the Nandadip Wada project where students retrofit a 200+ year old Maratha-style Wada. Students gain practical experience, explore historical and cultural aspects, and apply their knowledge to find innovative solutions. ICT tools aid in various project analyses.

5.   **Inquiry-Based Learning**: Exploration of the Pateshwar Temple Complex in Degaon, Satara. This student-centered approach encourages students to ask questions, explore topics, and pursue their interests through guided inquiry. Students are encouraged to delve into the subject matter, develop research skills, and gain a deeper understanding of architectural and historical contexts. ICT tools assist in analysis and simulations for the project.

6.   **Participative Learning:** It is facilitated through open juries and case study presentations. Open juries involve students presenting their work to a panel of faculty members and peers, allowing for feedback and discussions that enrich the learning process. Case study presentations provide opportunities for students to analyse architectural projects or design challenges, fostering active participation and engagement. ICT tools are used for presentations.

7.   **Problem-Solving Methodologies**: Various problem-solving methodologies are employed, including brainstorming, mind mapping exercises, and SWOT analysis. Brainstorming sessions stimulate creative thinking, while mind mapping exercises help students visualise connections and relationships between ideas. SWOT analysis allows students to identify strengths, weaknesses, opportunities, and threats related to design projects, enhancing their problem-solving abilities.

ICT tools play a vital role in supporting these student-centric methods by providing access to resources, simulations, presentation techniques, virtual experiences and experimentations, collaborative platforms, and online research materials. These tools facilitate information sharing, communication, and engagement, enhancing the overall learning experience for students at Yashoda College of Architecture.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	12	09

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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 NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

Response: 50

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	06	06	06

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[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](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The Yashoda College of Architectures (YCA) internal assessment process is highly transparent, and all students are familiar with the evaluation process for both theory and viva exams. The Institution adheres to rules and regulations of Shivaji University, Kolhapur. Internal examination marks are posted on notice boards within a week of completion of exam. Course marks are combined and weighed according to the syllabus and subject for the internal exam. Students who score below passing marks are given the opportunity to improve their grades by giving them more time to complete their portfolios for that course, which the head of the department may suggest to the committee.

YCA holds orientation programs to inform students about the rules and regulations of the university exams and evaluation process, also a semester orientation program. The head of the department explains the subjects and course work for the semester. The college has a separate examination cell for university and internal exams to increase transparency. Teachers conduct class assignments and surprise tests to continuously evaluate students' learning. Various forms of assessment, such as written tests / mid-term, home assignments / submissions, studio work, term papers, seminars and vivas are used to evaluate students' performance as per subject needs.

Failed students are given the chance to examine their assessed answer sheets, and after finalization of the score sheet, their signature is taken before forwarding it to the university. The principal convenes a meeting with faculty within a week to endorse the results, which are then forwarded to the Head of Department. Parents are informed of their child's results and are invited to meet with the head of the department and/or principal in person. Overall, the college's internal assessment process is comprehensive, transparent, and aims to evaluate students' learning effectively.

The examination coordinator of YCA handles examination-related grievances in a time-bound and transparent manner. Answer scripts for mid and sessional exams are distributed to students for clarification by respective subject teacher, and marks for internal assessments are displayed on the notice board. Students can approach mentors for clarifications regarding internal marks and mid-term marks, which are then verified by the mentor with the examination section within six days. Grievances related to external university examinations are addressed by the examination coordinator to the university, with correspondence and telephonic communication to resolve issues such as hall ticket and seat number, result declaration, form submission, and spelling mistakes on documents etc. The independent examination center is responsible for supervising examinations, with a squad system in place for internal assessments. Overall, the institute takes great care to ensure an effective assessment system.

Grievances / ordinances, rules and regulations as per Shivaji University Kolhapur are displayed on University website on following link:

http://www.unishivaji.ac.in/exam/other-services#CN

https://www.unishivaji.ac.in/uploads/syllabus/Engineering%20&%20Technology/Rules%20&%20Ordinance/B.%20Arch.%20Ordinance%20&%20Regulations.pdf

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 *Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

Response:

The following are some effective ways that YCA uses to communicate POs and PSOs to teachers and students:

1. Institute Website: The information about the POs, PSOs, and COs are displayed on Institute website. This information is easily accessible and provides a clear understanding of what is expected of students and teachers.
2. University Syllabus on Website: The university syllabus is published on the website which includes course objectives. This ensures that students and teachers are aware of what is expected of them in each course.
3. Admission Prospects: The admission prospectus includes information about POs, PSOs. This ensures that students are aware of learning's and expectations.
4. Induction Programme: The induction programme includes information about the POs, PSOs, and COs. This ensures that students are aware of what they will be learning and what is expected of them from the beginning of their academic journey.
5. Institute's Vision, Mission and Policies: The Institution's vision, mission, and policies are portrayed at the entrance of the institute building and which are aligned with POs, PSOs and COs. This ensures that everyone in the institution is working towards the same goals.
6. Institute Magazine: The institution publishes a magazine that includes information about the POs, PSOs.
7. Social Media: The Institution uses social platforms media like Facebook, Instagram etc. to share information about the POs, PSOs. This ensures that students and teachers are aware of what is expected of them and can access the information easily.
8. Faculty Meetings: The Institution conducts regular faculty meetings to discuss the POs, PSOs and COs. This ensures that teachers are aware of what is expected of them and can design assessments and assignments that align with the outcomes.
9. Notice Board: The Institution uses notice boards to display information about the POs, PSOs and COs. This ensures that students are aware of what is expected of them and can access the information easily.
10. Student council: The Institution uses elected student council to communicate with students regarding POs so that those trickle down to the students with ease.
11. Course files: The POs, PSOs and COs are also maintained by the individual faculty in their course files.

By using the methods mentioned above, Institute ensures that everyone is working towards the same goals and can achieve the desired outcomes.

COs stated by the Institution is provided in the link.

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

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

The following are some effective ways that YCA uses to communicate POs and PSOs to teachers and students:

1. Institute Website: The information about the POs, PSOs, and COs are displayed on Institute website. This information is easily accessible and provides a clear understanding of what is expected of students and teachers.
2. University Syllabus on Website: The university syllabus is published on the website which includes course objectives. This ensures that students and teachers are aware of what is expected of them in each course.
3. Admission Prospects: The admission prospectus includes information about POs, PSOs. This ensures that students are aware of learning's and expectations.
4. Induction Programme: The induction programme includes information about the POs, PSOs, and COs. This ensures that students are aware of what they will be learning and what is expected of them from the beginning of their academic journey.
5. Institute's Vision, Mission and Policies: The Institution's vision, mission, and policies are portrayed at the entrance of the institute building and which are aligned with POs, PSOs and COs. This ensures that everyone in the institution is working towards the same goals.
6. Institute Magazine: The institution publishes a magazine that includes information about the POs, PSOs.
7. Social Media: The Institution uses social platforms media like Facebook, Instagram etc. to share information about the POs, PSOs. This ensures that students and teachers are aware of what is expected of them and can access the information easily.
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9. Notice Board: The Institution uses notice boards to display information about the POs, PSOs and COs. This ensures that students are aware of what is expected of them and can access the information easily.
10. Student council: The Institution uses elected student council to communicate with students regarding POs so that those trickle down to the students with ease.
11. Course files: The POs, PSOs and COs are also maintained by the individual faculty in their course

files.

By using the methods mentioned above, Institute ensures that everyone is working towards the same goals and can achieve the desired outcomes.

To ensure that students achieve the POs and COs, Institution uses a variety of assessment methods, such as midterm exams, assignments, projects, site visits, settlement studies, presentations and their general performance in various events and exhibition organized by the Institute. The assessments are aligned with the learning objectives and outcomes of each course and program. The results of the assessments are used to evaluate student achievement and to identify areas where improvements can be made.

Link to COs and POs is given as an additional information.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3 Pass percentage of Students during last five years (excluding backlog students)

Response: 92.86

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
30	27	21	0	0

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
35	28	21	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / 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:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 1.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.6	0	0.35	0	0.2

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 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:

Yashoda College of Architecture has always given importance to innovations, creativity and experimentation and to achieve excellence, institute have formulated incubation, intellectual property rights (IPR) ,research and development cell. And to stimulate it an adequate knowledge is transferred to students by academicians, expertise in the different fields of architecture, and other related subjects.

Research and Development (R&D) Cell:

Yashoda College has always supported and promoted research and development. The college encourages both its faculty and students to actively participate in conferences, Seminars organized by various institutions. They are also encouraged to attend the innovative workshops, field visit and get hands-on experience of it. The college motivates and supports the students and faculty present papers at the conferences and to attend seminars organized by reputed institution.

Yashoda College of Architecture has proposed many projects addressing various issues such as waste management, sustainability, the environment, and solar energy. The R&D Cell is also encouraging to create awareness among students and faculty members by organizing workshops, seminars, and

sensitization programs that promote research culture in the college. The cell also collaborates with various organizations to develop collaborative projects and adopt best practices. Additionally, guest lectures are arranged by renowned architects, academicians, research scholars, and industry representatives.

Incubation centre .

The Incubation Centre act as a community that fosters collaboration and knowledge sharing. Centre provides a nurturing environment for their new ideas and to develop it into viable practical solution. The students and faculty are provided the necessary amenities and guidance. The main goal of the centre is to assist students in transforming their ideas into technological innovations. For which the centre offers resources for students to construct models that enhance their understanding of the design development process. They also conduct workshops on the latest trends in technology and design, motivating students to gain practical experience by engaging in hands-on workshops and visiting relevant industries. Incubation centres offer a range of services such as mentorship, Awareness meets, workshops, seminars, and guest lectures on Entrepreneurship other resources necessary for early-stage of ideas to grow and succeed. The students can directly interaction with successful entrepreneurs who excel in their respective fields. Additionally, the Institution provides training on presenting their Projects and Designs.

The Institution motivates both faculty and students to visit research-based locations for study and industry visits. The college arrange visit for students of various industries, heritage, and construction sites where they can interact with professionals and experts. Moreover, both faculty and students are encouraged to attend lectures, seminars, various visits, and different exhibitions.

The institution has formulated the IPR

In an architecture college, IPR is essential as it encourages students and faculty members to protect their original ideas and creations, thereby preventing others from using them without their consent. The college provides training and resources for understanding IPR laws and regulations, as well as support for copyrights for original designs and works. Additionally, IPR is used as a tool to promote innovation and entrepreneurship within the architecture industry.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2 *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

Response: 27

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	6	4	7	6

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

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

Response: 0.04

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 0.33

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	3	1	0

File Description	Document
Institutional data in the prescribed format	[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 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Yashoda College of architecture is committed to promoting **holistic development** among its students, which includes not only academic excellence but also a sense of social responsibility. To achieve this, Every year the college engages in various extension activities aimed at sensitizing students to social issues and encouraging them to become responsible citizens who contribute for the betterment of society. Some activities are not perpetual. These activities have a positive impact not only on the students but also on the neighborhood community.

Few examples are as follows:

One of the initiatives that College has implemented is the YCA Green where plastic waste and PET Bottles collection for waste recycling program. This initiative has encouraged students to recycle plastic waste by collecting PET bottles and sending them for recycling. The program has inspired students to become more environmentally conscious and make more sustainable choices in their daily lives.

The college also organizes a cleaning drive to create awareness about the importance of keeping the environment clean and green. This activity instills a sense of responsibility in students towards their surroundings and encourages them to be more mindful of their actions.

College has also organized tree plantation drives, where students have planted trees in the college campus. It has a lasting impact on the college campus and the surrounding community. As the trees grow, they improve the aesthetic value of the campus, provide shade, and attract wildlife.

Participation in The National Association of Students of Architecture (*NASA*, *India*) and World Architecture Day seminar provides students with a platform to interact with professionals in the field of

architecture and gain exposure to the latest trends and developments in the industry which enhance their knowledge and skills and also boosts their confidence.

Universal Design workshop focuses on designing products and environments that are accessible to everyone, regardless of their physical abilities. This helped them develop practical skills in designing accessible spaces and increase their awareness of the needs of diverse populations.

Other activities are Sketching at Mahuli Temple, where students get to explore their creativity and artistic skills by sketching the surroundings of the temple and Documentation of Pateshwar temple complex. This activity helps students appreciate the rich cultural heritage of India and documentation of temple complex, which has helped in preserving cultural heritage and has provided an opportunity for students to learn about history and architecture.

Yoga Day and Blood Donation Camp are activities that contribute to the overall health and well-being of the community. Yoga helps students maintain physical and mental fitness, while blood donation saves lives and promote the spirit of altruism.

COVID Vaccination Drive and Accommodation and Food Distribution in COVID are initiatives aimed at providing relief and support to those affected by the pandemic. These activities demonstrate the college's commitment to social responsibility and create a sense of solidarity among students and the neighborhood community.

The initiatives have also contributed towards the holistic development of students, providing them with valuable life skills and promoting physical and mental well-being.

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

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Yashoda College of Architecture is a prestigious educational institution that has been recognized for its excellence in education and overall contribution to society. Here are some of the notable awards and recognitions received by YCA:

1. Maratha Samaj Bhushan Award and Jilha Stariya Gunvant Shikshak Puraskar(2019-20) to Founder President Prof. Dashrath Sagare Sir:

Prof. Dashrath Sagare Sir, the Founder President of YCA, was felicitated with the Maratha Samaj Bhushan Award and Jilha stariya Gunvant Shikshak Puraskar in recognition of his outstanding leadership and contribution to the field of education.

1. Sakal Generation Next Award (2021-2022) to Vice-President Prof. Ajinkya Sagare:

Prof. Ajinkya Sagare, the Vice President of YCA, was honored with this award for his outstanding contribution to field of education and for being an exemplary role model for the youth.

1. Corporate Excellence Award to Yashoda Education Institutes:

Yashoda Education Institutes was honored with Corporate Excellence Award in recognition of its exceptional work in the field of education and for being a leading institution in producing competent professionals.

1. Fourth Rank in Zonal Table-Tennis in AY.2021-2022 to YCA Students:

The students of YCA demonstrated exceptional talent in the field of sports as well. In the AY.2021-2022, the college's table tennis team secured fourth rank in the Shivaji university zonal tournament, showcasing their excellent skills and determination.

1. IIAPL Sports Awards in Table-Tennis to Professors Ar.Swarali Sagare and Ar.Vipul Salvankar:

Professors Ar.Swarali Sagare and Ar.Vipul Salvankar of YCA demonstrated exceptional talent in the field of table tennis. They were honored with IIAPL Sports Awards in table-tennis singles and doubles for both men's and women's sections and also won a prize in table-tennis mixed doubles. YCA faculty members were part of the winning Maharashtra table-tennis team in the IIAPL Bhopal tournament.

1. Award for Innovations in Plastic Waste Management to Faculty Mr. Shaunak Kadam: Mr. Shaunak Kadam, a faculty member of YCA, received an award from the United Nations Development Programme for the RIDOFT initiative, and also received the 'Swachh Technology' award under the Swachh Bharat Mission, awarded by the Karad Municipal Council, for his exceptional work in the field of plastic waste management.
2. State Level Award for Excellence in Architectural Profession and Education to Prof. Shree Mahajani:

Prof. Shree Mahajani of YCA was recognized for his exceptional work in field of architectural profession and education. He received the State Level Award for Excellence in Architectural Profession and Education from the IIA Maharashtra Chapter, acknowledging his outstanding contributions to the field.

1. Best Architectural Practice 2022 Award to Prof. Gautam Bhurke:

Prof. Gautam Bhurke of YCA was recognized as the winner of the Best Architectural Practice 2022 award for his exceptional work in the field of Architecture.

1. 10-kilometer marathon 'Run for Homeopathy' winner to Miss Renuka Raut:

Ar.Renuka Raut of YCA achieved an impressive feat by winning the 10-kilometer marathon 'Run for Homeopathy' and securing third place in Jawali Jodi Run2022.

These awards and recognitions are a testament to YCA's commitment to excellence in education, sports, and social contribution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 28

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	3	10	4

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	[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](#)

3.5 Collaboration

3.5.1 *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: 8

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	[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,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The Institute was established in the year 2015. Since then the institute has focused on developing good infrastructure which will meet the specified requirements of statutory bodies. The physical infrastructure of the institute includes classroom, Studios, seminar halls, computer centre, language laboratory, Library, reading room, workshop, canteen, playground and hostel in the campus.

- **Class Room:** Institute encompasses 05 well-furnished, well ventilated, spacious classrooms equipped with LCD projectors for conduction of theory classes. The total number of classrooms required are 05 occupying total area of 300 sq.m. Institute has 05 classrooms with area of 375 sq.m.
- **ICT Classrooms:** The Institute has ICT Classrooms where there is facility of Multimedia learning, Wi-Fi connectivity and internet access.
- **Studios:** Institute encompasses 05 well-furnished, well ventilated, spacious classrooms equipped with LCD projectors for conduction academic activities. The Institute has 05 studios occupying total area of 725 sq.m. As per the statutory bodies requirements the total area of studios should be 600 sq.m.
- **Labs and Workshop :** All laboratories are well equipped with state of the art equipment and facilities. All the laboratories are established as per COA and Shivaji University, Maharashtra norms. These labs are utilized for conducting practical classes as per the requirements of the curriculum. The total required number of laboratories are 03 occupying total area of 120 sq.m. where the institute has 03 labs occupying total area of 350 sq.m.
- **Computer Centre:** The institute has well established computer centre of area 150 sq.m. The institute provides 40 computers for academic use of student and the student to computer ratio is 1:5 there are 01 servers, 01 UPS of 15KVA capacity, 5 printers, 5 LCD Projectors, and 02 scanners. In the software section there are 05 application software licenses and 40 system software licenses. Open-source software is also being used by the faculty as and when there are curricular requirements. 50 Mbps of Internet bandwidth and 05 secured Wi-Fi connectivity access points are provided in the campus. It is also used as an examination centre for Government examinations/University Examinations like GATE, JEE, MHCET, MSEB etc.
- **Library & Reading Room:** The physical infrastructure of institute also includes library & Reading room which occupies 100 sq.m of total area. There is has strong collection of reading material including Books, Periodical Bound Volumes, dissertations and non-print material such as e-Books, e-Journals, and CDs & DVDs.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

Response: 22.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
31.52	0.40	0.20	4.45	3.54

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for 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:

The library has a total area of 150 square meters. A wide variety of reading materials is available at the Architecture Library, including books, bound volumes of periodicals, dissertations, and non-print media like CDs, E-Books, and E-Journals. A total of 3108 reading materials, comprising 1595 print books, 766 e-books, and 441 bound volumes of journals and magazines, are housed at the Architecture library. The library has a total of 899 titles available. We subscribe to 85 e-journals and 22 print publications, which include 19 journals and 03 magazines. The library has 85 CDs and DVDs in its collection. The library has e-news papers in 11 languages in that main three languages i.e. Marathi, English and Hindi has total 136 e-

news papers.

The library is fully computerized and offers all readers' access to the Online Public Access Catalogue (OPAC). The library observes complete open access for all users. Architecture Library has an excellent digital library section with access to e-resources.

- *Name of the ILMS software : Autolib Library Management Software*
- *Nature of automation (fully or partially) : fully*
- *Version : Autolib NG*
- *Year of automation : 2022*

Description of library Software:

The institute has AutoLib library management software which is advanced integrated Library automation management software, designed and developed by a team of Library & Information Science specialists, database designers, software developers and network specialists. AutoLib software is fully integrated, versatile, user-friendly, cost-effective and multi-user Library automation software. It is WEB enabled for Intranet and Internet environments, incorporating latest IT/WEB tools and techniques and adheres to many international standards.

Salient Features of Library Management Software

The software offers variety of services with the following features:

Easy to use /data entry made simple, Handles lakhs of records more efficiently, Customizable data entry screen, Multimedia interface, Simple and fast counter transactions, Book ordering and serial control made simple, Sorting/printing large number of reports/ statistics in any desired order and export into different file formats (Excel/Word/ASCII), Global update of field values, due date, GUI interface/ Client/server architecture, Supports TCP/IP protocol for networking Powerful search (Boolean Query Builder) facility, SDI,CAS and online diary facilities WEB interface to search various databases, Allows networking of libraries for sharing resources and exchange of data, Cataloguing as per international standards, Display/printing of records in AACR/MARC/CCF/Dublin Core formats/standards, Export and import of data as per ISO 2709 Tracking users movement in the library, Interface to barcode scanners/printers/data capturing unit/smart card/bio-metrics, Online stock verification support, Auto due reminder to users mailbox/E-mail, Transaction alerts through SMS.

File Description	Document
Upload Additional information	[View Document](#)
Upload Additional information	[View Document](#)
Provide Link for Additional information	[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:

- **Internet Facilities :** The institutes have excellent facility for accessing internet. The internet can be accessed from each division, library, and hostel by faculty and students. Every student is provided one computer for use during the course period. It provides ample opportunity to explore internet resources, other programs for academic research and training activities. The institute has excellent IT infrastructure. The internet connection is being provided with ratio 1:1 with 50 mbps speed. The same is covered by an alternate link of 50 mbps broadband. Initially when the institution was started the lease connection was with bandwidth of 10 mbps. The same was updated to 15 mbps in the year 2016 and is updated to 50 mbps in the year 2022.
- **Computers :** The institute has adequate number of computers as specified by the statutory authorities. The total number of computers available at the institute is 46. Which are configured with Core 2 Deu and Dual core Processors, 8GB RAM and 500GB Hard disk. Initially in the year 2015 when the institute established the processors used in the computer was core 2 deu. Later in the year 2018, dual core processor was get into the computer machines. Presently the institute has dual core processor on more than 25 computers. The institute is optimistic as far as the infrastructural up-gradation is concerned. The institute intends to upgrade the PC's with latest configurations available. The institute intends to replace the non- functional parts with new parts. Non-working computer hardware components are used as models to demonstrate in the practical classes.
- **Wi-Fi Facility :** An authenticate Wi-Fi connectivity is available in the institute where the Unique ID and Password for the access of Wi-Fi is provided to the student and staff of the institute. After implementation of Firewall in the infrastructure, the access is restricted to the authenticate users only. Initially this facility was not available.
- **Power Back-up Facility:** Nearly 15 KVA UPS facility is provided to avoid breakdown of work due to Power break. The power break up was one of the biggest problems before the installation of UPS system.
- **Firewall:** The IT infrastructure of the institution is protected with 'seqrite terminator firewall'. which manages bandwidth, filters web pages and restricts unauthorized access. Initially the network was managed using routers, which later replaced with firewall.
- **LAN /WAN Facility :** The institute has well-connected LAN facility which is a hybrid LAN in terms of wired connectivity with star topology. The speed for LAN is 100 mbps, with which all the departments, central library, administrative office, all laboratories and hostel. At the time of establishment the LAN facility was provided with BUS topology which later replaced with star topology.
- **CCTV Surveillance :** The institute in its IT infrastructure has installed CCTV surveillance in the year 2018-19. Initially there was analog cameras, which later updated with network HD cameras. The sensitive areas like Girls hostel, Reading Room, Library, and Corridor are covered with the CCTV surveillance.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 2.28

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

Response: 46

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](#)

4.4 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 (INR in Lakhs)*

Response: 6.07

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
2.15	6.94	0.20	0.10	1.60

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 54.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
73	78	69	62	35

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	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2 *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)*
    4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 76.84

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
60	102	124	98	64

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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: A. All 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 motioning the activities and number of grievances redressed to prove timely redressal of the 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: 100

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
30	27	21	0	0

5.2.1.2 **Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
30	27	21	0	0

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[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 during the last five years*

Response: 0

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[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 (award for a team event should be counted as one)

during the last five years

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	1

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

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 4.4

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	1	4	5	6

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of

the institution through financial and/or other support services

Response:

The Yashoda college of Architecture Alumni Association is a registered association of the alumni of Yashoda College of Architecture, formed under the Societies Registration Act, 1860. The association is committed to supporting and contributing to the development of the college through various financial and non-financial means. The association is governed by a set of rules and regulations, laid down in its constitution and is managed by a group of elected office bearers.

The association plays a vital role in fostering a sense of community among the alumni of the college. It provides a platform for former students to connect, share their experiences and ideas, and collaborate on projects that benefit the college and its students. The association also serves as a bridge between the college and its alumni, keeping them informed about the college's activities, achievements, and challenges.

One of the significant initiatives of the Alumni Association is the annual alumni meet organized in the month of January every year. The event brings together alumni from different batches and provides an opportunity for them to reconnect, reminisce and network with each other. Also College and Alumni association organizes the interactions sessions of alumni and the students to transfer the architectural professional and educational knowledge which they gain while working as an professional architect. The alumni meet also serves as a fundraising event for the association, with a contribution of Rs 1000 from each registered alumni.

The association has a team of dedicated members who work towards achieving its objectives. Vishal Rajendra Supekar is the President of the association, responsible for leading and guiding its activities. Ronit Tukaram Pawar serves as the Vice President, supporting the President in his duties. Atharva Amogh Pore is the Secretary of the association, responsible for maintaining its records, communicating with the members and organizing events. Manjeeri Vivek Shende is the Treasurer, responsible for managing the association's finances. Pratik Sunil Jadhav, Chetankumar Santosh Chourasia, and Abhijeet Manikrao Herkal are the other members of the association, who assist in carrying out its activities.

The Alumni Association has been instrumental in contributing to the development of YCA through its various initiatives. The aim of the association is to provide financial assistance for the programs that benefit the students of the college.

In conclusion, the Yashoda college of Architecture Alumni Association is a vibrant and active community of former students of YCA. It is a registered association that plays a crucial role in supporting the college's development and strengthening its ties with its alumni. With its committed members, the association continues to make significant contributions towards the college's growth and success.

File Description	Document
Upload Additional information	[View Document](#)
Provide 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:

Vision

To empower the students with knowledge, Values, Skills, Innovative / Creative lateral thinking and meet the educational , social , global, environmental and economic needs of the region and nation to create Humane Society.

Mission

- To impart quality education & training to students for shaping their career with providing opportunities to students & faculty and continuous learning opportunities.
- To empower the students with recent knowledge, skills and right attitude in order to meet the challenges of future by guidance, seminars & lecture's as well as Environmental issues.
- To generate new knowledge and promote excellence in research and extension activities.
- To make efforts for the spread of technical education among classes and communities, which are socially and educationally underprivileged specifically for rural areas.

Institute is taking continuous efforts to make students competent; credible by implementing the concept like Collaborative Learning, Adaptive Learning, Experiential learning, Project-based learning, Inquiry-Based Learning, Participative Learning, and ICT based teaching and providing them with knowledge through dynamic and flexible teaching methods. YCA supports these student-centric methods by providing access to resources, simulations, presentation techniques, virtual experiences and experimentations, collaborative platforms, and online research materials. These tools facilitate information sharing, communication, and engagement, enhancing the overall learning experience for students at Yashoda College of Architecture.

In route with NEP institute prospective plan is to implement Academic Bank Credit System. YCA is a part of YSPM which also has YTC under its umbrella which has many multidisciplinary courses like various engineering streams, MBA, MCA, etc. All these courses are going to be made available for students in order to bring the national vision of taking the multidisciplinary education in practice.

The faculty is encouraged to practice Architectural projects to bring in the practical knowledge from site directly in moulding students. YCA sponsors faculty to participate in faculty development programs with research centers to update themselves on current issues. It works directly towards achieving mission.

The Institute organizes spiritual programs, celebrating national importance days and programs based on social issues periodically (such as blood donation camps) for humane value orientation of the students and staff. The institute also conducts various social awareness programs and also serves the society by

organizing various programs of outreach, tree plantation, Clean India movement etc.

For development of ethics, the institute organizes sessions on development of soft skills and development of professionalization especially-Training and Placement (T&P) Cell arranges training programs by eminent experts. YCA constantly works with different agencies like IIA, Ridoft, Cad centre, etc to provide students with the opportunity to attend, participate, interact and build skills from various eminent architects and thereby develop green practices, sustainable designs in their current projects. We believe in making students habitual to these things in order for them to continue with ease on the same path after passing out of YCA in a compassionate professional of next generation.

File Description	Document
Upload Additional information	**View Document**
Provide 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 is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

Response:

The institute follows governance through decentralization. The principal is the overall controller for the activities in the institute. Principal primarily focuses on administrative activities and financial control and acts as the final authority. Implementation of policies as directed by 'Board of Governance' and 'College Development Committee' is the major role of Principal. The responsibility of academic activities and performance lies with 'Head of the Department' and is responsible for the department's administration and academic activities. Head of the department is supported by faculty and staff with the department.

Various functional committees are constituted comprising faculty and staff and are headed by committee head. These functional committees discuss related issues in committee meetings, based on the suggestions of the committee Principal and Registrar in consultation with HOD take necessary actions. The committees in normal course meet at least twice a year. Similarly, statutory committees are constituted and function to fulfil statutory requirements. Need-based meetings are additionally conducted. The chairman and secretary of the committee decide agenda for the meeting. The minutes of the meeting are submitted to the Principal for further considerations and actions. Decisions involving financial and policy matters are put forward for approval of college development committee and subsequently to Yashoda Shikshan Prasarak Mandal, Satara

Every faculty member is involved in the functioning of the institute as being the member of the functioning committee. Following case studies indicate functioning of the organization through participative and decentralized management of the institute.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2 *Institution implements e-governance in its operations*

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

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:

To upgrade and maintain the quality of education and improvement in the teaching-learning process, this institute has in place performance appraisal system for faculty and non-teaching staff. The performance appraisal is a means for assessing and analyzing the faculty and staff performance. The self-appraisal helps individual to appraise his or her performance and motivates for continuous improvement. Also, it helps management to facilitate improvement, identify training needs etc.

The performance appraisals are collected from every faculty, where the faculty is giving information about self and rates the self-performance. Wherever necessary the information given by the faculty is supported

by documentary evidence. The administration validates the information and assesses. The performance of faculty is assessed based on the following aspects.

I. Performance appraisal system of the teaching staff

Category I: Teaching, Learning and Evaluation Related Activities includes Lectures, Seminars, Tutorials, Practical, Contact Hours undertaken as percentage of lectures allocated and other teaching duties in excess of the AICTE norms. Preparation and imparting of knowledge/instruction as per curriculum: Syllabus enrichment by providing additional resources to students.

Category II: Co-Curricular, Extension, and Student Development Related Activities Student related co-curricular, extension and field based activities like NSS and other channels, cultural activities, subject related events, advisement and counseling. Examination related duties-Internal/External (University).

Category III: Research and Academic Contributions Based on the teacher's self assessment, scores are proposed for research and academic contributions. Teachers from this category are different for different levels of promotion and between university and Institutions. The self assessment score will be based on verifiable criteria and will be finalized by screening/selection Cell.

Category IV: Students' Feedback

Total score10 minimum score required 06 once this part if filled, the respective faculty goes through the feedback given by their head of the department and finally signs beneath the second part as an indication of acceptance. The second part is filled by the respective heads of the department which is kept confidential and not revealed to the faculty. In the third part the Director express agreement or disagreement with the overall assessment of the Head of the Department.

II. Performance appraisal system of the non teaching staff

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

Self appraisal: General information and academic background, courses/training programs attended/ notable achievements during the year. Appraisal by reviewing officer: Performance in Technical work and administration related activities, Co curricular, extension, academic contributions, general conduct and qualities. Increments and Incentives are given in order to encourage the Non-Teaching Staff members.

File Description	Document
Upload Additional information	View Document
Provide 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: 24.24

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**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	8	4

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[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 / workshop s 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 teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

Response: 20.93

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	9	5

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	15	5	0	0

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	**View Document**
Copy of the certificates of the program attended by 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 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The financial activities of the institute are governed by Yashoda Shikshan Prasarak Mandal, Satara, the parent organization. The institute prepares the annual budget for next year in the month of December and presents for approval to Yashoda Shikshan Prasarak Mandal, Satara. Approval is accorded by Sanstha by the end of June. The institute follows the expenditure pattern according to the budget duly sanctioned by Yashoda Shikshan Prasarak Mandal, Satara. Any modification or revision required in the budget to cater to unforeseen or timely requirements is submitted for revised sanction by the month of August.

The daily transactions are recorded in books of accounts according to Yashoda Shikshan Prasarak Mandal, Satara guidelines and complying with the guidelines of state governments, Fee Regulatory Authority and Institutions of Chartered Accountants. Accounting method followed is on Accrual Basis. The books of accounts thus prepared are made ready for financial auditing.

Yashoda Shikshan Prasarak Mandal, Satara the parent trust of Yashoda College of Architecture, Satara has established a robust mechanism to avoid financial irregularities in all the institutions. A separate Audit department has been established for carrying out a financial audit of each and every institute run by Sanstha. A senior Principal, well versed with handling financial matters, shoulders responsibility of audit department. After President and Secretary, this is considered as the most important administrative position. Twice a year a dedicated team of expert auditors carries out internal audit of each and every institute run by Yashoda Shikshan Prasarak Mandal, Satara. The external audit is conducted by an external Chartered Accountants agency annually, for the completed financial year.

During the audit process, auditors from Yashoda Shikshan Prasarak Mandal, Satara (internal auditors) verify each and every financial transaction for necessary procedural approvals, verifies all finance related documents for their adequacy. Any discrepancy, if noticed is brought to the notice, queries raised regarding discrepancy of inadequacy need to be resolved immediately by providing documentary evidence. Any query, if not resolved is recorded and the audit report is prepared, stating noncompliance. Internal auditor reports to the principal about discrepancies and shortcomings observed, by conducting a meeting after every internal audit is completed. Such noncompliance should be cleared within the next few days before the next audit. All the objections get cleared before the final external audit. Thus the regular internal audit is conducted by parent trust.

External audit is conducted by appointed auditor, M/s Kasar Associates, Satara, the Chartered Accountants.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Institute have Internal Quality Assurance Cell (IQAC), constituted and reformed from time to time. It acts as a nodal agency of the Institute for coordinating quality-related activities, including adoption and dissemination of best practices. It facilitates the creation of a learner-centric environment conducive for quality education. It forms mechanisms for effective academic activities.

IQAC organizes training programs for the dissemination of information on the various quality parameters of higher education. The Co-ordinator of IQAC, Academic Incharge and Heads of the Department are responsible for the effective implementation of the Internal Quality Assurance System. It Monitors documentation of the various programmes/activities leading to quality improvement.

IQAC is the central body within the College to continuously review the teaching-learning processes of all the programs. IQAC along with Academic incharge take the review of the teaching-learning process. The academic calendar of the institute is prepared to keep in view the Academic calendar of University. Based on this, Department prepares its Time Table followed by an Individual Time table of the faculty. Then considering syllabus of the Course and individual's timetable, each faculty prepares his / her Course File as per format provided by the Academic Incharge. Course File is checked periodically by Academic Incharge and members of IQAC. Feedback based on checking is given to the faculty. Also, the Academic Monitoring and Academic Audit is done. Feedback in the form of suggestions is given at each stage i.e. after checking, monitoring and audit. Accordingly, improvement is done in the teaching process and the

content of the file is modified.

(A) Enhancement of course file content: The effectiveness of the teaching-learning process is enhanced by faculty involvement in improving the quality and effectiveness of course content. The course file prepared contains the following points which cover many categories of teaching and learning tools. List of Online resources, links of journals and web links to provide the latest updates and ongoing research trends of the topic. PPTs, NPTEL / other video links.

(B) Academic Monitoring System

Institute has a system of monitoring academic activities periodically. It includes the number of lectures conducted by faculty members, syllabus covered, measures taken for poor attendance of a student, Review of Assignments given, Project Based Learning, the progress of the project, etc. It is done monthly and at the end of the semester. The number of defaulter students is fortnightly monitored.

(C) Academic Audit:

We conduct per semister internal academic audits by IQAC. Head of the Department and Member of IQAC work as internal auditors. An audit is done to ensure that we are complying with the set procedure.

Annual external academic audit is carried out by a committee comprising of external academic experts from reputed institutions to ensure the quality in teaching and learning and other academic processes followed. The auditing process helps to further improve the system by effective corrective measures taken by the departments as per the suggestions that are given by the internal and external auditors and IQAC of the institute.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented
2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 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
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:

YCA has taken several measures to promote gender equity and inclusivity, both within the campus and in the wider community. One of the most significant initiatives that YCA has undertaken is the Gender Audit, which is a comprehensive review of our practices and procedures to ensure that the initiatives are gender-sensitive and promote equity.

The Gender Audit involved a team of faculties and representatives from the students. They conducted a thorough analysis of our institutional practices and procedures to identify areas of gender bias or inequality. Based on the findings, YCA has implemented a range of measures to address the gaps and promote gender equity in all aspects of our institution.

YCA has organized **seminars and workshops** to sensitize our staff and students about gender issues, including **universal design and awareness on sexual harassment**. YCA has also conducted seminars to **highlight the rights given to women by the Indian constitution**, with the aim of empowering our female students and creating a more **gender-sensitive** environment on campus

In terms of co-curricular activities, we have made efforts to promote gender equity in all student organizations and events. We have encouraged the formation of **student council body,** and also formation of **four houses among the students**, with **equal numbers of male and female students** in each house. These houses are **organized vertically**, with students from all years, to ensure that participation in all activities is open to all genders and that everyone has equal opportunities. This practice has been effective in promoting gender equity and inclusivity in all student organizations and events. We have ensured that each house receives equal support and recognition, and we have encouraged healthy competition and collaboration among them.

Another important aspect of our gender equity measures is the provision of facilities and services that cater to the needs of women on campus. We have established a **girls' common room**, which provides a safe and comfortable space for female students to relax and socialize. The room is **equipped with comfortable seating and other amenities** to ensure that our female students have a welcoming and inclusive environment to study and socialize. Additionally, we have implemented several practices to support female candidates, including a **maternity leave** for female faculty and staff, and flexible scheduling options for married female students who need to balance their academic commitments with other responsibilities. YCA has a **Girls hostel** which caters the needs of girl students from remote and rural areas. Through these initiatives, we hope to create a campus culture that supports and empowers women, and promotes gender equity and inclusivity.

YCA has implemented several practices to ensure that our institution is a safe and inclusive environment for all members of our community.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2 The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

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](#)
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 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional 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](#)

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

YCA has been actively promoting an inclusive environment that fosters tolerance, respect, and inclusiveness towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. The Institute **celebrates various events and festivals** that promote cultural diversity and inclusiveness and encourages its students and employees to participate in these events and celebrate the joy of togetherness.

The institute has been celebrating various events that promote **cultural, regional, and linguistic inclusiveness**. The Institute celebrates **Marathi and Hindi Bhasha Divas** to encourage linguistic diversity and inclusiveness. These events are aimed at creating awareness about the importance of language and fostering respect for all languages.

To promote social integration and help first-year students bond with each other, YCA organizes **icebreaker events**. These events are designed to help students get to know each other, build connections, and foster a **sense of community**.

YCA **celebrates various cultural days** that represent the culture of different states. These events are organized to showcase the rich cultural heritage of India and promote cultural diversity and inclusiveness. The YCA celebrates these days to bring together students and employees from different backgrounds and celebrate the joy of togetherness. YCA's stakeholders come from various backgrounds which initiates versatality however we have a **collaborative working environment** which deletes all the boundaries and promotes healthy work culture among staff and students.

The institute actively participates in global initiatives such as **International Yoga Day and World Environment Day.** The YCA organizes events such as **tree plantation drives and awareness campaigns** to promote environmental sustainability and create a greener future.

YCA also celebrates various national and regional events such as **Mahatma Gandhi Jayanti, Chattrapati Shivaji maharaj Jayanti, and Dr. Babasaheb Ambedkar Jayanti etc.** These events are aimed at promoting national integration, encouraging respect for diversity, and creating awareness about the contributions of these great leaders to our society.

YCA organizes an **annual cultural gathering** every year. This event is a grand celebration of diversity and inclusiveness, and students from all over the Institute participate in various cultural activities such as dance, music, drama, and art. The event is an opportunity for students and employees to showcase their talents, build connections, and foster a sense of community.

The institute promotes an inclusive environment through cultural events and festivals while celebrating **"Aazadi ka Amrit Mahotsav"**. To educate students and employees about constitutional obligations, the Institute conducts programs and workshops to promote awareness and respect for the legal framework

Furthermore, the YCA has also taken initiatives to create a welcoming environment for students and employees from different socioeconomic backgrounds. The Institute provides financial aid and scholarships to deserving students who come from economically weaker sections of society. The Institute also has tie-ups with various NGOs and charitable organizations that work towards promoting education and empowering underprivileged communities. Institution also helps and **supports various NGO's for social causes like blood donation, vaccination during covid, workers accomodation during covid, food dissemination to workers, etc**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[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 PRACTICES 1-

1. Title of the practice:

Institutes commitment towards Green and Sustainable Initiatives

2. Objectives:

·   To foster responsible waste management practices.

·   To promote sustainable art practices and reduce the demand for virgin materials.

·   To organize cleanliness drives to actively involve students.

·   To collaborate with external agencies to promote plastic-free practices.

3. The context:

The institute has set several objectives to promote environmental sustainability and create a conscious and responsible campus community. Institute aims to increase the green cover on campus, contribute to the overall well-being of the ecosystem, and raise awareness about the importance of trees in mitigating climate change. Another objective focuses on waste segregation at the source, aiming to foster responsible waste management practices. The institute aims to promote sustainable art practices by showcasing the creative use of recycled materials.

4. The practice:

·   The institute actively practices the objectives mentioned to create a sustainable and environmentally conscious campus community. The institute ensures proper care and maintenance of the planted trees, including regular watering and monitoring their growth.

·   For waste segregation at the source, the institute has implemented a comprehensive waste management system.

·   In art exhibitions, the institute demonstrates its commitment to sustainable practices by encouraging students to create installations using recycled materials.

·   To promote cleanliness and a plastic-free environment. Students, faculty, and staff actively participate in cleaning campaigns within the campus premises, as well as in nearby areas. The institute also collaborates with external agencies, to organize awareness programs, workshops, and community clean-up initiatives.

·   In Architectural projects, Sustainable Design principles are incorporated from the initial planning stages.

5. Evidence of success:

·   Increased green cover: The visible growth in the campus and flourishing of the planted trees are a testament to the success of the tree plantation initiatives.

·   Improved waste management: The implementation of a comprehensive waste segregation system has resulted in improved waste management practices on campus.

·   Exhibitions with recycled materials: The innovative use of these materials has demonstrated student's creativity and inspired to adopt sustainable art practices.

·   Improved cleanliness and plastic-free practices: The active participation of students & staff has fostered a sense of responsibility and ownership.

·   Sustainable Architectural solutions: The integration of sustainable design principles in architectural projects undertaken by students has resulted in the development of innovative and environmentally conscious designs.

6. Problems Encountered and Resources required:

·   Problems encountered: Some of the challenges faced include the lack of awareness and understanding among students and staff about the importance of waste segregation. Students face difficulties in sourcing a sufficient quantity and variety of recycled materials for their installations.

·   Resources required: Sufficient funding is needed to acquire saplings, tree guards, and necessary equipment for planting and maintaining the trees. Collaborations with external agencies require communication channels, coordination efforts, and potentially financial support for joint initiatives.

BEST PRACTICES 2-

1. Title of the practice –

Promoting Awareness of Art and Architecture throughout the Community

2. Objectives:

·   To create a platform for dialogue and exchange of ideas.

·   To promote cleanliness and beautification in public spaces through Artistic interventions.

·   To educate and inspire young minds about the possibilities and opportunities in the field of Architecture.

3. The context:

The institute is deeply committed to promoting awareness of art and architecture throughout the community. It recognizes the value of art and architecture in enriching the cultural fabric and creating visually appealing spaces. To achieve this, the institute has set several objectives. First, it organizes architecture exhibitions, providing a platform for students and the community to interact and appreciate Art. Second, the institute engages in wall painting activities throughout the city, transforming public spaces into vibrant showcases of Art. Third, the institute conducts beautification drives via art, using artistic interventions, environmental sustainability, and community participation. Lastly, the institute promotes architecture as a career option in schools and junior colleges, conducting informative sessions and workshops to inspire and guide students.

4. The practice:

·   Conducting Architecture Exhibition: The exhibitions provide a platform to showcase architectural designs fostering a deeper understanding and appreciation for the field. The exhibition is open to all, arrangement for the parents of students, the kids from school and junior colleges from all over Satara is

done by YCA.

·   Cleanliness and Beautification Drive via Art: The institute collaborates with local authorities and organizations to carry out wall painting activities in public spaces. One notable example is the beautification drive at Yewteshwar, Satara, where the institute organized a painting activity to transform the walls into vibrant art installations.

·   Wall Painting Activities throughout the City: The institute organizes cleanliness and beautification drives in collaboration with local communities and organizations. These activities engage the community in maintaining cleanliness and visually appealing surroundings, fostering a sense of ownership and responsibility.

·   Promoting Architecture as a Career Option in Schools and Junior Colleges: The institute conducts informative sessions, workshops, and career guidance programs in schools and junior colleges.

5. Evidence of success:

·   Visible transformation of public spaces through vibrant and visually appealing art installations, garnering appreciation and positive feedback from community members.

·   Increased footfall and social media engagement, with locals and visitors sharing photos and expressing enthusiasm for the artistic enhancements.

·   Collaborative efforts with local authorities resulting in the preservation and maintenance of painted walls, reflecting the long-term impact of the initiative.

·   Active community participation in maintaining the cleanliness and upkeep of the beautified areas, demonstrating a sense of ownership and pride.

·   Recognition and accolades from local authorities, environmental organizations, and community members for the institute's efforts in promoting cleanliness and beautification through Art.

6. Problems Encountered and Resources required:

·   Problems encountered: Obtaining necessary permissions and approvals from local authorities for painting activities in public spaces. Limited access to schools and junior colleges for conducting awareness sessions and workshops.

·   Resources Required: Dedicated staff or committee responsible for planning, organizing, and executing the objectives. Dedicated personnel or a team responsible for liaising with local authorities, obtaining permits, and ensuring compliance with regulations. Ongoing engagement with the local community, including awareness campaigns and initiatives to promote a sense of ownership and responsibility.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

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:

Yashoda College of Architecture (YCA), located in Satara Taluka, is a unique institution that is dedicated to providing education to the rural regions. The College believes in providing equal opportunities to all the students, regardless of their socio-economic background. Yashoda College of Architecture takes a pride of being the only Architecture college in the Satara Taluka, though being challenging in its part, the college is committed to bridging the gap between rural and urban education.

Architecture being one of the most widely dispersed and favorite industries, bringing students closer to the built environment is a prime motive of YCA. The Institution's teaching agenda focuses on moulding students to face these issues and prepare them for the real world.

YCA has an immense infrastructural facility that supports its teaching agenda. The college has a platform of all the necessary infrastructural facilities from Yashoda Shikshan Prasarak Mandal. The institution's location on the national highway-4 makes it easily accessible to students from various parts of the City and Rural Areas around Satara.

The primary focus of Yashoda College of Architecture is to promote education among poor students of rural backgrounds. The students of the locality face several challenges, mainly financial, which hinders their academic progress. YCA is committed to providing an academic environment to those aspiring students in rural areas so that they can move ahead in their academic endeavours. The College offers scholarships from the government to the needy students and Presidential scholarship from the Yashoda Institute for those who in need. The College has established a book bank from which poor and needy students can avail books at the cost of 1/4th of its MRP, on a yearly basis. These initiatives have been highly beneficial to the students who cannot afford their education in urban colleges.

Yashoda College of Architecture has been successful in connecting the bridge between the rural to urban and provided opportunities and platforms to the students in variable manners like domestic and International study tours, workshops, and seminars by renowned Architects from all over India; as Exploration plays a crucial role in building Architecture perspective and career. The College has arranged a number of Study Tours to places such as Aurangabad, Ahmedabad, Goa, Dharamshala, Kerala, Pondicherry, Chandigarh, and many more and International Study Tours such as Sri Lanka; where the students were able to witness and understand the practical aspects of Architecture. The College also organizes workshops, seminars, and talks to apprise students of the current National and International needs. The College has invited renowned architects from all over India to deliver lectures on various

aspects of Architecture. Eminent Architects of India such as Ar. Yatin Pandya, Ar. Sanjay Patil, Ar. Nitin Kilawala, Ar. Chandrashekhar Kanetkar, Ar. T.D. Gadgil, Ar. Mahendra Chavan and many more have interacted with the students in Yashoda College of Architecture premises.

The College is committed to providing a holistic development of the students, and to achieve this goal, it encourages students to participate in extracurricular activities. The college conducts Inter-college and Inter-campus competition such as Yasho-Tech Fest to encourage students for the same. The students are encouraged to participate in sports, cultural activities, and various other events- District Level as well as Zonal Level. This not only helps them to cope with students of the mainstream but also to develop their skills in different areas. YCA has a well-equipped library that houses a vast collection of books and e-books on Architecture, Art, Landscape, Sustainability, Digital and many related fields.

YCA has a world-class infrastructure with modern facilities to ensure that the students receive the best education. The College has state-of-the-art classrooms, Digital Classrooms, studios, and workshops that provide an environment conducive to learning. The College also has a computer lab with the latest software and hardware. This helps the students to keep themselves updated with the latest technological advancements in the field of architecture.

YCA has a team of experienced and well-qualified faculty members who have a deep understanding of the subject. The faculty members are committed to providing the students with the best possible education and training. The College also invites guest lecturers from various fields to share their knowledge and experience with the students.

YCA has a vibrant Students Council Community that organizes various events and activities throughout the year. The students organize cultural events, technical fests, and various other activities that help them to showcase their skills and talents. The College also has a Student Council and Alumni Group that works to ensure the smooth functioning of the institution.

YCA has a well-structured curriculum that covers all the aspects of Architecture. The College provides both theoretical and practical training to the students. The students are encouraged to work on live projects to gain practical experience. The College also arranges internships for the students to provide them with an opportunity to work in real-life situations. This helps the students to develop their skills and gain practical knowledge.

YCA also provides placement assistance to the students. The Training and Placement cell of the College works closely with the industry to ensure that the students get good job opportunities. The College has tie-ups with Indian Institute of Architecture (IIA), Institute of Indian Interior Designers (IIID), various Architecture firms, and the students are placed in these firms based on their skills and performance.

Yashoda College of Architecture, Satara, is a unique institution that prioritizes promoting education to poor students from rural backgrounds. YCA's efforts to bridge the gap between rural and urban areas have provided students with exposure to diverse cultures and perspectives, enabling them to grow and learn beyond their immediate surroundings. The institution's teaching agenda focuses on moulding students to face the challenges of the real world, and its commitment to providing a holistic learning experience has resulted in producing highly skilled and competent graduates. YCA's performance in promoting education to poor students from rural backgrounds is a testament to its priority and thrust.

File Description	Document
Appropriate web in the Institutional website	View Document

19-05-2023 08:33:47

5. CONCLUSION

Additional Information :

Yashoda college of Architecture is a forward-thinking institution with a vision to push the boundaries of design and expand into new fields. With the aim of embracing innovation and growth, the institute is dedicated to utilizing its existing infrastructure to accommodate diverse design disciplines. By capitalizing on the readily available infrastructure, YCA seeks to foster an environment that encourages interdisciplinary collaboration and exploration.

In addition to expanding its reach, YCA places great emphasis on sustainability and aims to be at the forefront of environmentally responsible practices. One of the key goals is achieving net zero carbon emissions. To accomplish this, the institute plans to implement various eco-friendly initiatives. One notable effort is the establishment of a state-of-the-art sewage treatment plant. This plant will effectively process and treat wastewater, mitigating the environmental impact associated with traditional waste disposal methods. By implementing advanced sewage treatment technologies, YCA strives to ensure that its operations are in harmony with the surrounding ecosystem.

By expanding into new fields of design and integrating sustainable practices, the institute seeks to inspire creativity, collaboration, and responsibility within its community. The futuristic goals of YCA Institute showcase its commitment to a holistic approach to design education, one that not only explores new frontiers but also demonstrates its dedication to leaving a positive impact on the environment. As the institute evolves and embraces the future, it will continue to shape the design landscape and serve as a catalyst for innovative and sustainable solutions.

Concluding Remarks :

Yashoda College of Architecture (YCA) is a well-rounded institution that prioritizes effective curriculum planning, student-centric learning, and practical experience. The college maintains a transparent and efficient assessment system, achieving a high pass percentage. We actively pursue research, innovation, and social responsibility, fostering a research-oriented culture. YCA provides a supportive environment for students to transform their ideas into practical solutions through their Incubation Centre. The college engages in extension activities and collaborates with various organizations to promote social awareness. YCA has adequate infrastructure, including modern classrooms, well-equipped laboratories, and a comprehensive library. We continually update their IT facilities to meet the needs of students and faculty. The college provides scholarships, guidance, and a transparent grievance redressal system. We boast 100% placement and holistic development of students through sports and cultural programs. The registered Alumni Association supports networking and fundraising initiatives. YCA demonstrates institutional governance aligned with its vision and implements the National Education Policy. The college promotes faculty development, ethical values, and decentralized governance. We have a performance appraisal system, internal quality assurance cell, and promote gender equity and inclusivity. YCA implements best practices, promotes sustainability, and prioritizes education for rural students. Through these efforts, Yashoda College of Architecture provides a diverse, inclusive, and enriching educational experience.