



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution	
	Yeshwantrao Chavan College of Engineering, Nagpur
• Name of the Head of the institution	Dr. U. P. Waghe
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	07104295085
• Alternate phone No.	07104295083
• Mobile No. (Principal)	9764996477
• Registered e-mail ID (Principal)	principal@ycce.edu
• Address	Wanadongri, Hingna Road, Nagpur
• City/Town	Nagpur
• State/UT	MAHARASHTRA
• Pin Code	441110
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	26/10/2009
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Self-financing				
• Name of the IQAC Co-ordinator/Director	Dr. A. R. Bhagat Patil				
• Phone No.	07104295085				
• Mobile No:	8552963777				
• IQAC e-mail ID	dean_pd@ycce.edu				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://ycce.edu/wp-content/uploads/2024/05/AQAR-2022-23-Submitted.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://ycce.edu/academic-calender-2023-24/				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A++	3.60	2022	17/05/2022	16/05/2027
Cycle 1	A	3.25	2016	16/09/2016	15/09/2021
6.Date of Establishment of IQAC			06/01/2016		
7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?					
Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount	
Yeshwantrao Chavan College of Engineering	NIL	NIL	Nil	NIL	
8.Provide details regarding the composition of the IQAC:					
• Upload the latest notification regarding the composition of the IQAC by the HEI			View File		

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
NEP-2020 Implementation		
Preparation for NBA Accreditation of the IT Department		
Institute to provide Training to Industry Person		
Courses addressing the needs of industries should be introduced.		
Improving consultancy revenue from Industry and Training		
12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:		
Plan of Action	Achievements/Outcomes	
Institute to provide Training to Industry Person	Mechanical Engineering Faculties provided training to Industry	
Courses addressing the needs of industries should be introduced.	New courses added as per the guidelines of NEP 2020	
Improving consultancy revenue from Industry and Training	Consultancy Revenue increased to 50 Lakh	
Environmental Audit by YCCE Faculty	Environmental Audit is done by civil Engineering faculty of Institute	
13.Was the AQAR placed before the statutory body?	Yes	

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Academic Council	16/03/2024

14. Was the institutional data submitted to AISHE ?

Yes

- Year

Year	Date of Submission
2025	27/01/2025

15. Multidisciplinary / interdisciplinary

The institute has developed a comprehensive plan to transform itself into a holistic multidisciplinary institution, aligning its goals with contemporary educational standards and societal needs. To achieve this, the institute has entered into strategic collaborations with eminent institutions across Maharashtra. Memorandums of Understanding (MoUs) have been signed with reputed institutions such as VJTI Mumbai, COEP-TECH Pune, and IIIT Nagpur, focusing on academic, research, and student-centric collaborations. These partnerships aim to foster a culture of excellence, providing students and faculty with opportunities for advanced research and knowledge sharing. In addition to technical collaborations, the institute recognizes the importance of integrating humanities and sciences for the all-round development of students. To this end, MoUs are being finalized with non-technical institutions and universities, including Mahatma Gandhi Hindi Central University, Wardha; Kavi Kulguru Kalidas Sanskrit University, Ramtek; and several other academic bodies. These partnerships will facilitate the introduction of multidisciplinary courses, blending humanities, arts, and sciences, thereby equipping students with diverse perspectives and skills. Implementation of Multidisciplinary and Interdisciplinary Education The institute is committed to implementing STEM (Science, Technology, Engineering, and Mathematics) education through a robust framework of multidisciplinary and interdisciplinary electives. This includes the introduction of Minor Degree programs, offering students the flexibility to explore diverse subjects beyond their primary

discipline. Professional and free electives have been meticulously designed to ensure adaptability, allowing for the modification of course content, titles, and outcomes to align with industry trends and societal demands. In response to the announcement of the National Education Policy (NEP) 2020, the institute has proactively initiated steps for its effective implementation. A key milestone in this journey was the development of the Scheme of Examination (SoE) 2022, formulated during the academic year 2021-22. This new scheme incorporates various features of multidisciplinary and interdisciplinary approaches, providing a flexible and holistic academic structure. Wide Array of Electives and Specialized Programs The institute offers an impressive selection of 42 open electives, which are accessible to students from all branches. These electives cover a broad spectrum of subjects, promoting cross-disciplinary learning and encouraging students to explore areas beyond their core fields. Furthermore, the institute provides 21 honors and 10 minor programs, which are truly multidisciplinary and interdisciplinary. These programs encompass a diverse range of subjects, including arts, humanities, foreign languages, and management. This variety ensures that students gain a well-rounded education, fostering their intellectual, aesthetic, social, physical, emotional, and moral development in an integrated manner. Core Curriculum and NEP 2020 Integration The Scheme of Examination (SoE) 2022 includes a core course titled "Introduction to Artificial Intelligence and Machine Learning" (AIML), which is mandatory for all branches. This aligns with the objectives of NEP 2020, ensuring that students from diverse disciplines acquire foundational knowledge in emerging technologies. The curriculum has been thoughtfully designed to include multiple entry and exit options, offering students flexibility in their academic journey. This approach aims to equip students with the skills necessary for self-reliance and entrepreneurship, reducing dependency on government jobs and encouraging pathways to self-employment. The institute's commitment to multidisciplinary education is further reflected in its efforts to identify and align program learning outcomes with course and unit objectives, ensuring that every aspect of the curriculum contributes to the holistic development of students. Fostering All-Round Development and Employability In line with its vision of providing holistic education, the institute emphasizes the intellectual, aesthetic, and social growth of students. By integrating multidisciplinary and interdisciplinary courses, students are exposed to a broad knowledge base, enhancing their critical thinking, creativity, and problem-solving skills. The inclusion of courses in humanities, arts, and foreign languages alongside core technical subjects ensures a balanced development, preparing students to navigate the complexities of the modern world. The institute also places a strong

emphasis on skill development and employability. Through its diverse academic offerings, students are encouraged to develop entrepreneurial mindsets and technical expertise, equipping them to contribute meaningfully to the workforce or to start their own ventures. The introduction of flexible academic structures, such as the multiple entry and exit options under SoE 2022, provides students with the freedom to tailor their education according to their career aspirations and personal circumstances. Continuous Improvement and Future Goals To maintain academic excellence and stay ahead in a rapidly evolving educational landscape, the institute has established a system of continuous improvement. This involves regular feedback from stakeholders, including students, faculty, alumni, and industry experts. The insights gained are used to refine academic programs, enhance teaching methodologies, and upgrade infrastructure. The institute is also focused on expanding its multidisciplinary offerings, with plans to introduce more innovative programs and courses in the future. These initiatives will further strengthen the institute's position as a leading center for holistic education, fostering a learning environment that nurtures creativity, innovation, and lifelong learning. The institute has developed a comprehensive plan to transform itself into a holistic multidisciplinary institution, aligning its goals with contemporary educational standards and societal needs. To achieve this, the institute has entered into strategic collaborations with eminent institutions across Maharashtra. Memorandums of Understanding (MoUs) have been signed with reputed institutions such as VJTI Mumbai, COEP-TECH Pune, and IIIT Nagpur, focusing on academic, research, and student-centric collaborations. These partnerships aim to foster a culture of excellence, providing students and faculty with opportunities for advanced research and knowledge sharing. In addition to technical collaborations, the institute recognizes the importance of integrating humanities and sciences for the all-round development of students. To this end, MoUs are being finalized with non-technical institutions and universities, including Mahatma Gandhi Hindi Central University, Wardha; Kavi Kulguru Kalidas Sanskrit University, Ramtek; and several other academic bodies. These partnerships will facilitate the introduction of multidisciplinary courses, blending humanities, arts, and sciences, thereby equipping students with diverse perspectives and skills. Implementation of Multidisciplinary and Interdisciplinary Education The institute is committed to implementing STEM (Science, Technology, Engineering, and Mathematics) education through a robust framework of multidisciplinary and interdisciplinary electives. This includes the introduction of Minor Degree programs, offering students the flexibility to explore diverse subjects beyond their primary

discipline. Professional and free electives have been meticulously designed to ensure adaptability, allowing for the modification of course content, titles, and outcomes to align with industry trends and societal demands. In response to the announcement of the National Education Policy (NEP) 2020, the institute has proactively initiated steps for its effective implementation. A key milestone in this journey was the development of the Scheme of Examination (SoE) 2022, formulated during the academic year 2021-22. This new scheme incorporates various features of multidisciplinary and interdisciplinary approaches, providing a flexible and holistic academic structure. Wide Array of Electives and Specialized Programs The institute offers an impressive selection of 42 open electives, which are accessible to students from all branches. These electives cover a broad spectrum of subjects, promoting cross-disciplinary learning and encouraging students to explore areas beyond their core fields. Furthermore, the institute provides 21 honors and 10 minor programs, which are truly multidisciplinary and interdisciplinary. These programs encompass a diverse range of subjects, including arts, humanities, foreign languages, and management. This variety ensures that students gain a well-rounded education, fostering their intellectual, aesthetic, social, physical, emotional, and moral development in an integrated manner. Core Curriculum and NEP 2020 Integration The Scheme of Examination (SoE) 2022 includes a core course titled "Introduction to Artificial Intelligence and Machine Learning" (AIML), which is mandatory for all branches. This aligns with the objectives of NEP 2020, ensuring that students from diverse disciplines acquire foundational knowledge in emerging technologies. The curriculum has been thoughtfully designed to include multiple entry and exit options, offering students flexibility in their academic journey. This approach aims to equip students with the skills necessary for self-reliance and entrepreneurship, reducing dependency on government jobs and encouraging pathways to self-employment. The institute's commitment to multidisciplinary education is further reflected in its efforts to identify and align program learning outcomes with course and unit objectives, ensuring that every aspect of the curriculum contributes to the holistic development of students. Fostering All-Round Development and Employability In line with its vision of providing holistic education, the institute emphasizes the intellectual, aesthetic, and social growth of students. By integrating multidisciplinary and interdisciplinary courses, students are exposed to a broad knowledge base, enhancing their critical thinking, creativity, and problem-solving skills. The inclusion of courses in humanities, arts, and foreign languages alongside core technical subjects ensures a balanced development, preparing students to navigate the complexities of the modern world. The institute also places a strong

emphasis on skill development and employability. Through its diverse academic offerings, students are encouraged to develop entrepreneurial mindsets and technical expertise, equipping them to contribute meaningfully to the workforce or to start their own ventures. The introduction of flexible academic structures, such as the multiple entry and exit options under SoE 2022, provides students with the freedom to tailor their education according to their career aspirations and personal circumstances. Continuous Improvement and Future Goals To maintain academic excellence and stay ahead in a rapidly evolving educational landscape, the institute has established a system of continuous improvement. This involves regular feedback from stakeholders, including students, faculty, alumni, and industry experts. The insights gained are used to refine academic programs, enhance teaching methodologies, and upgrade infrastructure. The institute is also focused on expanding its multidisciplinary offerings, with plans to introduce more innovative programs and courses in the future. These initiatives will further strengthen the institute's position as a leading center for holistic education, fostering a learning environment that nurtures creativity, innovation, and lifelong learning.

16.Academic bank of credits (ABC):

In alignment with the National Education Policy (NEP) 2020, the college has embarked on a transformative journey by implementing the Academic Bank of Credits (ABC) system, a vital component of the Scheme of Examination (SoE) 2022. Starting from the academic year 2022-23, this system provides a flexible framework designed to enhance student learning experiences and align with global educational standards. The institution's registration under the ABC platform marks a significant step towards creating an academic ecosystem that allows students to accumulate and transfer credits seamlessly. This initiative enables learners to benefit from the flexibility of multiple entry and exit points, a feature that fosters academic mobility and lifelong learning. Key Features of the Academic Bank of Credits (ABC) The ABC system is a centralized digital repository where students can securely store and retrieve credits earned across various courses and institutions. It serves as a crucial tool for promoting student-centric education, offering numerous advantages such as: Flexibility in Learning: Students can tailor their academic paths based on their personal and professional goals, switching between institutions or programs without losing their earned credits. Multiple Entry and Exit Options: The ABC framework allows students to enter or exit academic programs at various stages, catering to diverse learning paces and life circumstances. Lifelong Learning Opportunities: The system supports

lifelong learning by enabling individuals to resume education after a break, using previously earned credits to continue their academic journey. Student-Centric Pedagogical Approach The institution adopts a student-centric pedagogical approach to ensure that the implementation of the ABC system maximizes its impact on learning outcomes. The teaching methodologies employed by faculty are diverse and dynamic, incorporating constructivist, inquiry-based, reflective, collaborative, and integrative strategies.

Constructivist Approach: Students are encouraged to construct their knowledge through active engagement and exploration. This method emphasizes critical thinking and problem-solving skills.

Reflective Practice: Reflective learning activities are integrated into the curriculum, prompting students to analyze their learning experiences, identify gaps, and plan for improvement.

Collaborative Learning: Group-based assignments and projects foster teamwork and communication skills, preparing students for collaborative work environments.

Integrative Learning: The curriculum is designed to connect theoretical knowledge with practical applications, ensuring a comprehensive understanding of the subject matter.

Innovative Teaching and Evaluation Methods The evaluation framework under the ABC system is a blend of formative and summative assessments.

Formative assessments, such as quizzes, assignments, and project-based evaluations, provide continuous feedback to students and help in identifying areas for improvement. **Summative assessments,** on the other hand, measure the overall learning outcomes at the end of a term or course. To enhance learning experiences, faculty employ innovative teaching methods, including:

Flipped Classrooms: Students engage with learning materials before class, allowing for interactive discussions and hands-on activities during class time.

Blended Learning: A combination of online and face-to-face instruction to provide flexibility and cater to diverse learning preferences.

Gamification: Incorporating game elements into the learning process to increase engagement and motivation.

Case-Based Learning: Real-world case studies are used to develop analytical and decision-making skills.

Collaborations for Credit Transfer The college has signed Memorandums of Understanding (MoUs) with several reputed national institutions to facilitate credit transfer under the ABC system. These collaborations ensure that students can transfer credits seamlessly between institutions, broadening their academic horizons.

Current partnerships include: Expanding Credit Transfer Opportunities

The college aims to expand its credit transfer network by establishing partnerships with international universities in the coming years. This will provide students with global exposure and the opportunity to gain credits from institutions abroad, further enhancing their learning experiences and employability. Moreover, the institution is exploring innovative

ways to recognize credits for skills acquired through experiential learning. These include: Sports and Physical Education Music and Instrumental Training Performing Arts and Dramatics Community Service and Social Work By integrating these non-traditional learning avenues into the ABC system, the college aims to provide a holistic education that values diverse talents and experiences.

Experiential Learning: A Comprehensive Approach Experiential learning plays a pivotal role in the institution's educational philosophy. It encompasses a wide range of activities that enable students to learn by doing, thereby bridging the gap between theory and practice.

Internships and Industry Projects: Students gain hands-on experience and industry exposure through internships and live projects.

Workshops and Seminars: Regular workshops and seminars on emerging topics provide students with additional learning opportunities and insights from experts.

Cultural and Extracurricular Activities: Participation in cultural and extracurricular activities contributes to the development of leadership, communication, and organizational skills.

Community Engagement: Community service projects instill a sense of social responsibility and help students develop empathy and ethical decision-making skills.

Impact of ABC on Student Development The implementation of the ABC system has a profound impact on student development, promoting academic excellence and personal growth. Key benefits include:

Enhanced Academic Mobility: Students can seamlessly transition between programs and institutions, ensuring uninterrupted learning.

Skill Recognition and Certification: Skills acquired through diverse learning experiences are formally recognized and credited, boosting student confidence and employability.

Greater Autonomy in Learning: The system empowers students to take ownership of their learning journey, fostering independence and self-motivation.

Holistic Development: The integration of multidisciplinary and experiential learning ensures the all-round development of students.

Future Roadmap The institution is committed to continuous improvement and innovation in its academic practices. Future plans include:

Expanding the ABC Network: Establishing credit transfer agreements with more national and international institutions.

Enhancing Digital Infrastructure: Upgrading the digital platform for seamless credit storage, retrieval, and transfer.

Integrating AI and Data Analytics: Leveraging technology to personalize learning experiences and track student progress.

Developing New Interdisciplinary Programs: Introducing programs that combine multiple disciplines to address emerging industry needs and societal challenges.

17.Skill development:

Recognizing the importance of skills in today's competitive world, the institution has made significant provisions in its Scheme of Examination (SoE 2022) to award credits for skill-based courses, experiential learning, and vocational education. These initiatives aim to equip students with practical knowledge and hands-on experience, preparing them for real-world challenges.

Skill-Based Audit Courses: The college has introduced specific skill-based audit courses in SoE 2022 to prepare students for fieldwork. These courses are designed to provide practical exposure and foster industry-relevant skills, enhancing students' readiness for professional environments.

Bridge, Value-Added, and Certificate Courses: To complement the formal curriculum, the institution periodically offers bridge courses, value-added courses, and certificate programs. These initiatives focus on skill enhancement and ensure that students stay updated with the latest developments in their respective fields.

YCAP Courses and Vocational Education: The college has incorporated Yash Community Action Program (YCAP) courses under the category of Mandatory Learning Components (MLC) to strengthen vocational education and soft skills. These courses are aligned with the National Skills Qualifications Framework (NSQF), emphasizing practical training and personal development.

Collaborations and Partnerships for Comprehensive Learning To provide students with diverse learning opportunities, the institution has established strategic partnerships with eminent institutes and universities.

Technical Collaborations: The college has signed Memorandums of Understanding (MoUs) with leading technical institutions in Maharashtra, including: VJTI Mumbai COEP Technological University, Pune IIIT Nagpur. These collaborations focus on academic and research initiatives, fostering innovation and enhancing student learning through joint projects, internships, and knowledge-sharing sessions.

Non-Technical Collaborations: In addition to technical partnerships, the institution has also planned MoUs with non-technical universities to broaden its academic offerings. Notable partners include: Hindi Central University, Wardha Kavi Kulguru Kalidas Sanskrit University, Ramtek. These collaborations aim to offer courses in areas such as experiential learning, skill development, sports, and vocational education. By integrating humanities and social sciences with technical education, the college seeks to provide a holistic learning experience.

Industry Engagement and the Professor of Practice Initiative The institution recognizes the value of industry-academia collaboration in enhancing the employability of its graduates. To bridge the gap between theoretical knowledge and practical application, the college regularly engages industry professionals to teach select courses.

Professor of Practice: The Professor of Practice initiative is a

routine feature at the college, where experienced industry professionals are invited to share their expertise and insights with students. This practice helps students gain a deeper understanding of industry trends, best practices, and real-world problem-solving.

Industry-Led Skilling Courses: To further enhance the skill set of students, the college offers several skilling courses in online and distance modes. These courses are developed in collaboration with industry experts and are designed to meet the specific requirements of various sectors.

Fostering Value-Based Education The institution is committed to its vision of promoting Value-Based Quality Education. This philosophy emphasizes not only academic excellence but also the holistic development of students, encompassing intellectual, social, emotional, and moral growth.

Cultural and National Festivals: To inculcate a sense of community and patriotism, the college organizes various cultural and national events. The annual college-level cultural festival, YASH, is a flagship event that provides a platform for students to showcase their talents in music, dance, drama, and other performing arts. In addition, the college celebrates national festivals like Independence Day and Republic Day, instilling a sense of pride and unity among students and faculty.

Student-Centric Pedagogical Approach The institution adopts a student-centric pedagogical approach that focuses on active learning and holistic development. Faculty members employ innovative teaching methods to ensure that learning is engaging and impactful.

Constructivist Approach: Encourages students to build their understanding through active engagement and problem-solving.

Inquiry-Based Learning: Promotes curiosity and critical thinking by encouraging students to explore and investigate real-world problems.

Collaborative Learning: Facilitates teamwork and communication skills through group-based projects and assignments.

Reflective Practice: Students are encouraged to reflect on their learning experiences, fostering self-awareness and continuous improvement.

Integrative Learning: Connects theoretical knowledge with practical applications, ensuring a well-rounded understanding of subjects.

Focus on Soft Skills and Personal Development Soft skills play a crucial role in shaping a student's professional journey. Recognizing this, the institution places a strong emphasis on developing soft skills alongside technical competencies.

Soft Skills Training: Through YCAP and other skill-based courses, students receive training in communication, leadership, teamwork, and problem-solving. These skills are essential for success in today's dynamic work environment.

Workshops and Seminars: Regular workshops and seminars on topics such as emotional intelligence, time management, and conflict resolution are organized to enhance students' personal and professional growth.

Online and Distance Learning Opportunities To cater to the diverse

learning needs of students, the college offers a range of skilling courses in online and distance modes. These courses provide flexibility and accessibility, allowing students to learn at their own pace and convenience. Key Features of Online Skilling Courses: Interactive Learning Modules: Designed to engage students through videos, quizzes, and interactive exercises. Industry-Relevant Content: Developed in collaboration with industry experts to ensure relevance and applicability. Certification: Students receive certificates upon completion, adding value to their professional profiles. Institutional Vision and Future Roadmap The institution remains steadfast in its commitment to providing quality education that is both value-based and skill-oriented. Moving forward, the college aims to: Expand MoU Partnerships: Establish more collaborations with national and international institutions to offer diverse learning opportunities. Enhance Digital Infrastructure: Upgrade its digital learning platforms to support online and distance education more effectively. Introduce New Interdisciplinary Programs: Develop programs that integrate multiple disciplines, addressing the evolving needs of society and the job market. Strengthen Industry-Academia Collaboration: Foster deeper engagement with industry partners to provide students with hands-on learning experiences and real-world exposure.

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

he adoption and promotion of Indian languages and cultural heritage have been a significant focus of Yeshwantrao Chavan College of Engineering (YCCE). Alongside its commitment to providing a world-class engineering education, the institution recognizes the value of preserving and promoting the rich linguistic and cultural diversity of India. Through various initiatives and programs, YCCE aims to create a holistic educational environment where students can explore their technical and cultural potential simultaneously. Literary Club and Departmental Magazines: Fostering Linguistic and Creative Talent One of the college's flagship initiatives for promoting Indian languages is its robust Literary Club. The club serves as a dynamic platform for students to express their creative and linguistic talents. Each department under the college publishes its own magazine, showcasing the literary and technical writings of students. These magazines often feature poems, essays, articles, and short stories in various Indian languages, providing students with an opportunity to engage with their linguistic heritage. Key Objectives of the Literary Club: Promote Indian Languages: Encourage students to write and express themselves in regional and national languages. Enhance Creative Thinking: Provide a platform for

students to explore and hone their creative writing skills.

Cultivate a Love for Literature: Organize reading sessions, debates, and discussions on works by renowned Indian authors and poets. By creating an environment that values linguistic diversity, the college not only preserves regional languages but also instills a sense of pride in students about their cultural roots.

Integration of Regional Languages in Technical Education Understanding the importance of accessibility in education, YCCE has taken significant steps to teach engineering subjects in regional languages. This initiative ensures that language is not a barrier to learning, especially for students who are more comfortable with their native tongue.

Benefits of Regional Language Integration:

- Enhanced Understanding:** Students can grasp complex technical concepts more effectively when taught in a familiar language.
- Inclusive Learning Environment:** Provides equal opportunities for students from diverse linguistic backgrounds.
- Cultural Preservation:** Reinforces the significance of regional languages in contemporary education. This approach aligns with the goals of the National Education Policy (NEP) 2020, which emphasizes the importance of multilingual education in preserving India's linguistic heritage.

Leveraging Online Learning Platforms for Skill Development In addition to promoting traditional learning methods, YCCE has embraced digital platforms to enhance the learning experience. The institution actively encourages students to enroll in online courses offered by globally recognized platforms such as Coursera, Swayam-NPTEL, and Udemy.

Advantages of Online Learning Platforms:

- Wide Range of Courses:** Students can choose from a vast array of literary and technical courses, catering to their diverse interests.
- Flexibility:** Online courses provide the flexibility to learn at one's own pace, making education accessible and convenient.
- Global Recognition:** Certifications from platforms like Coursera and Udemy are globally recognized, adding value to students' resumes.
- Skill Enhancement:** These platforms offer courses that complement the curriculum, enabling students to acquire additional skills relevant to their career goals.

To motivate students further, YCCE has integrated online course performance into its evaluation system. Marks are awarded for successfully completing these courses, incentivizing students to engage actively in self-directed learning.

Introducing the YCCE Eagles: A Unique Initiative for Indian Knowledge System As part of its commitment to preserving and promoting Indian heritage, YCCE has devised an innovative mechanism to identify and nurture students passionate about the Indian Knowledge System (IKS). These students, referred to as YCCE Eagles, are selected through a rigorous screening process, maintaining a 1:15 ratio of first-year admissions.

Selection Process for YCCE Eagles: The screening process for YCCE Eagles is comprehensive, ensuring that only the most

motivated and enthusiastic students are chosen. This initiative aims to cultivate a group of learners deeply interested in exploring India's rich cultural and intellectual traditions. Exposure to Indian Knowledge System: Once selected, YCCE Eagles are exposed to various aspects of the Indian Knowledge System through experiential learning activities, including: Heritage Walks: These walks take students to historical and culturally significant sites, offering them a firsthand understanding of India's architectural and cultural legacy. Ancient Indian Literature: Students are introduced to classical texts, such as the Vedas, Upanishads, and other literary works, providing insights into ancient Indian wisdom and philosophy. Workshops and Seminars: Experts from diverse fields conduct workshops and seminars on topics such as Ayurveda, ancient mathematics, and traditional arts, enhancing students' understanding of India's scientific and cultural advancements. Promoting Holistic Development Through Cultural and Linguistic Activities In addition to its academic pursuits, YCCE emphasizes the holistic development of its students. The institution organizes a variety of cultural and literary activities, fostering a well-rounded educational experience. Annual Cultural Festival - YASH: The college's annual cultural festival, YASH, is a vibrant celebration of talent and creativity. The event features a range of competitions and performances, including debates, poetry recitations, and theatrical presentations in multiple languages. Celebration of National Festivals: To instill a sense of national pride and unity, YCCE celebrates major national festivals such as Independence Day and Republic Day. These events often include cultural performances and speeches in Indian languages, highlighting the country's rich heritage. Language and Literature Workshops: The Literary Club frequently organizes workshops focused on various aspects of language and literature. These workshops help students improve their writing and communication skills while deepening their appreciation for Indian literary traditions. Innovative Teaching and Learning Strategies At YCCE, teaching methodologies are continuously evolving to keep pace with the changing educational landscape. The institution adopts a student-centric approach, employing innovative teaching strategies that cater to diverse learning needs. Constructivist and Inquiry-Based Learning: Faculty members encourage students to construct their own understanding through inquiry and exploration. This method fosters critical thinking and problem-solving skills. Collaborative and Integrative Learning: Group-based assignments and projects are integral to the learning process. Students work collaboratively, integrating knowledge from various disciplines to solve real-world problems. Reflective Practices: Students are encouraged to reflect on their learning experiences, promoting self-awareness and continuous improvement. Supporting

Students Through Value-Based Education YCCE's vision of Value-Based Quality Education emphasizes the moral and ethical development of its students. The institution strives to create a nurturing environment where students can develop a strong sense of responsibility and integrity. Ethics and Professionalism: Courses and workshops on ethics and professionalism are part of the curriculum, preparing students to navigate the challenges of the professional world with integrity. Community Engagement: Through initiatives like YCAP, students are encouraged to engage in community service, fostering a sense of social responsibility and empathy. Future Plans and Strategic Vision YCCE is committed to continuously evolving and expanding its initiatives to promote Indian languages, knowledge systems, and holistic education. Looking ahead, the institution aims to: Expand the Scope of YCCE Eagles: Increase the number of students participating in the Indian Knowledge System program and introduce advanced modules. Enhance Online Learning Integration: Partner with more online platforms to offer a broader range of courses, including those in regional languages. Strengthen Industry and Academic Collaborations: Establish collaborations with more national and international institutions to provide diverse learning opportunities. Introduce New Interdisciplinary Programs: Develop programs that integrate Indian Knowledge Systems with modern engineering and technology, providing a unique educational blend.

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

Yeshwantrao Chavan College of Engineering (YCCE) has been at the forefront of adopting modern educational practices, with the implementation of Outcome-Based Education (OBE) since 2013. OBE represents a paradigm shift from traditional input-based education to a results-driven approach, where the focus is on achieving specific learning outcomes. Over the past decade, YCCE has systematically integrated OBE principles across all its academic programs, ensuring continuous improvement and alignment with global educational standards. Defining Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) The foundation of OBE lies in the clear articulation of learning outcomes at various levels. At YCCE, the POs, PSOs, and COs are meticulously designed to reflect the institution's commitment to providing a holistic and industry-relevant education. Program Outcomes (POs): The POs are broad statements that describe what students are expected to achieve by the end of their undergraduate (UG) or postgraduate (PG) programs. These outcomes align with the graduate attributes outlined by accreditation bodies such as the NBA and focus on developing technical expertise, communication skills,

ethical values, and lifelong learning abilities. Program-Specific Outcomes (PSOs): PSOs are tailored to each program, capturing the unique skills and knowledge that students are expected to acquire. For instance, the PSOs for a Computer Science program might focus on proficiency in software development, while those for an Electronics program may emphasize expertise in embedded systems. Course Outcomes (COs): COs are defined for each course offered in the curriculum. These outcomes specify what students should know and be able to do upon successful completion of a course. The COs are mapped to the POs and PSOs to ensure coherence and alignment throughout the program. Assessment and Attainment of Learning Outcomes To measure the effectiveness of OBE, YCCE has established a robust system for assessing and attaining the defined outcomes. Outcome-Aligned Question Papers: All question papers are meticulously crafted to address the COs of the respective courses. This ensures that assessments are focused on evaluating the extent to which students have achieved the desired outcomes. CO, PO, and PSO Attainment Calculation: The attainment of COs, POs, and PSOs is calculated using a well-defined methodology. Benchmarks are set for each outcome, and student performance is measured against these benchmarks. The attainment levels provide valuable insights into the effectiveness of the teaching-learning process. Continuous Improvement: In cases where attainment levels fall short of the benchmarks, corrective actions are planned and implemented. This may include revising the course content, adopting new teaching strategies, or providing additional support to students. Awareness and Capacity Building for Stakeholders The successful implementation of OBE requires active participation and understanding from all stakeholders, including faculty, students, and industry partners. Recognizing this, YCCE has been proactive in organizing awareness programs on OBE. Awareness Programs for Stakeholders: Since the adoption of OBE, the college has conducted 12 awareness programs aimed at familiarizing stakeholders with its principles and practices. These programs cover various aspects of OBE, including the importance of defining outcomes, the process of mapping and attainment, and the role of assessments in achieving outcomes. Faculty Development and Training: To enhance the teaching capabilities of its faculty, YCCE encourages participation in online courses on OBE offered through platforms like NPTEL and SWAYAM. Currently, 20% of the faculty members from each department have completed these courses, equipping them with the knowledge and skills required to effectively implement OBE in their classrooms. Benefits of OBE Implementation at YCCE The adoption of OBE has brought several benefits to YCCE, contributing to its reputation as a leading institution in engineering education. Student-Centered Learning: OBE places students at the center of the learning process,

ensuring that all educational activities are geared towards achieving well-defined outcomes. This approach not only enhances student engagement but also fosters a deeper understanding of the subject matter. **Enhanced Employability:** By focusing on the development of specific skills and competencies, OBE prepares students for the challenges of the professional world. The alignment of learning outcomes with industry requirements ensures that graduates possess the knowledge and skills sought by employers. **Continuous Quality Improvement:** The systematic assessment and attainment process in OBE provide valuable feedback on the effectiveness of the curriculum and teaching methods. This enables the institution to make data-driven decisions for continuous improvement. **Accountability and Transparency:** OBE promotes accountability by clearly defining what students are expected to achieve and regularly assessing their progress. This transparency benefits all stakeholders, including students, parents, and accreditation bodies. **Innovative Teaching and Learning Practices** The implementation of OBE at YCCE has been complemented by the adoption of innovative teaching and learning practices. **Active Learning Strategies:** Faculty members employ a variety of active learning strategies, such as problem-based learning, project-based learning, and flipped classrooms, to engage students in the learning process. **Industry-Academia Collaboration:** To bridge the gap between academia and industry, YCCE regularly invites industry experts to deliver guest lectures and conduct workshops. These interactions provide students with practical insights and help them understand the real-world applications of their learning. **Use of Technology in Education:** The college leverages technology to enhance the teaching-learning process. Learning management systems (LMS) are used to deliver course content, conduct assessments, and track student progress. Additionally, online resources and simulation tools are integrated into the curriculum to provide students with hands-on learning experiences. **Future Plans for OBE Enhancement** YCCE is committed to further strengthening its OBE framework and has outlined several initiatives for the future. **Expansion of Faculty Training Programs:** The institution plans to increase the percentage of faculty members completing advanced courses on OBE, ensuring that all departments have highly trained educators. **Integration of Emerging Technologies:** YCCE aims to incorporate emerging technologies, such as artificial intelligence and data analytics, into its OBE framework. These technologies can provide deeper insights into student performance and help in personalizing the learning experience. **Enhanced Stakeholder Engagement:** The college intends to involve industry partners more actively in the OBE process, including the definition of outcomes and the development of assessment tools. **Continuous Monitoring and Review:** To ensure the

sustained effectiveness of OBE, YCCE will establish a system for the regular review and revision of outcomes, assessment methods, and attainment processes.

20.Distance education/online education:

In today's dynamic educational landscape, Yeshwantrao Chavan College of Engineering (YCCE) has recognized the need for innovative teaching methodologies and flexible learning pathways. As part of its progressive educational strategy, the institution is preparing to offer vocational courses through the Open Distance Learning (ODL) mode. This initiative is aimed at expanding learning opportunities, especially for students who may face geographical or time constraints. By incorporating cutting-edge technological tools and promoting blended learning, YCCE seeks to deliver a high-quality, inclusive, and accessible education. Embracing Open Distance Learning (ODL) for Vocational Education YCCE's initiative to offer vocational courses through ODL is a significant step toward democratizing education. ODL enables learners to pursue courses at their convenience, bridging the gap between traditional classroom education and modern online learning environments. This approach is particularly beneficial for students who are already employed, those who live in remote areas, or anyone who prefers a flexible learning schedule. The college's vocational programs will focus on equipping students with practical skills that are in high demand across various industries. These courses will align with the National Skills Qualification Framework (NSQF), ensuring that students gain industry-recognized certifications. By leveraging ODL, YCCE aims to create a learning ecosystem that blends theoretical knowledge with hands-on experience, thereby enhancing the employability of its graduates. Technological Tools and Practices for Blended Learning The COVID-19 pandemic underscored the importance of leveraging technology in education. During the lockdown, YCCE faculty adeptly utilized a variety of technological tools to ensure uninterrupted learning. These efforts have laid a strong foundation for the institution's blended learning approach. Google Classroom: This platform served as a central hub for managing course content, assignments, and assessments. Students could access lecture materials, submit assignments, and receive feedback, all within a single interface. Zoom and Google Meet: For live lectures and interactive sessions, faculty members used video conferencing tools such as Zoom and Google Meet. These platforms facilitated real-time communication between instructors and students, replicating the traditional classroom experience. Video-Based Learning: Faculty members created and shared video lectures to provide students with the flexibility to learn at their own pace. These videos served as

valuable resources for revision and self-study. Collaborative Learning Tools: Group collaboration and interaction were encouraged through tools such as Google Docs and Microsoft Teams. These platforms enabled students to work together on projects, participate in discussions, and engage in peer learning. Online Assessments and Feedback: YCCE implemented online assessment tools to conduct quizzes, tests, and assignments. These tools provided instant feedback, helping students identify areas for improvement. The institution's proactive use of these technologies has not only enhanced the learning experience but also prepared both faculty and students for a seamless transition to blended learning. Blended Learning for Postgraduate Programs YCCE currently offers blended teaching-learning (T-L) for three postgraduate (PG) programs. These programs combine the strengths of face-to-face instruction and online learning, providing students with a comprehensive educational experience. Flexibility and Accessibility: Blended learning allows PG students to attend classes in person while also accessing course materials online. This flexibility enables students to balance their academic commitments with personal and professional responsibilities. Enhanced Learning Outcomes: The combination of traditional and digital learning methods caters to diverse learning styles, thereby improving student engagement and retention of knowledge. Access to Expert Knowledge: By incorporating online resources, YCCE ensures that students benefit from the expertise of renowned academicians and industry professionals. Integration of MOOCs in the Scheme of Examination (SoE) Massive Open Online Courses (MOOCs) have revolutionized the way knowledge is disseminated, offering learners access to high-quality courses from top institutions worldwide. Recognizing their value, YCCE has made MOOCs an integral part of its Scheme of Examination (SoE). NPTEL Courses: The institution collaborates with the National Programme on Technology Enhanced Learning (NPTEL) to offer a wide range of MOOC courses. These courses cover various technical and non-technical subjects, providing students with the opportunity to gain specialized knowledge beyond the traditional curriculum. Course Selection: The chairman of the Board of Studies (BoS) carefully selects MOOC courses from the NPTEL pool, ensuring their relevance to the academic programs. This process ensures that students gain knowledge that is directly applicable to their field of study. Credit Allocation: MOOC courses are not just optional learning resources; they are integrated into the curriculum and carry academic credits. This incentivizes students to actively participate and complete these courses, enhancing their learning experience. Future Collaboration with Coursera In its quest to provide students with access to a broader range of specialized courses, YCCE is planning to collaborate with Coursera, one of the world's leading

online learning platforms. This collaboration aims to bring cutting-edge courses in emerging fields such as data science, artificial intelligence, digital marketing, and more, directly to YCCE students. Global Learning Opportunities: Through Coursera, students will have the opportunity to learn from top universities and industry leaders across the globe. Skill Enhancement and Certification: The courses offered on Coursera come with industry-recognized certifications, giving students a competitive edge in the job market. Integration into SoE: Similar to NPTEL, Coursera courses will be integrated into the SoE, ensuring that students receive academic credits for their efforts. Institutional Efforts to Promote Lifelong Learning YCCE's commitment to lifelong learning extends beyond formal education. The institution encourages its learners to take advantage of MOOC platforms such as NPTEL, Coursera, SWAYAM, and UdeMy to continually update their knowledge and skills. Support for Self-Paced Learning: The institution provides students with the flexibility to pursue courses at their own pace, fostering a culture of self-directed learning. Recognition of Achievements: Students who complete MOOC courses are recognized and rewarded for their achievements. This not only motivates them to explore new learning opportunities but also enhances their academic and professional profiles.

Extended Profile

1.Programme

1.1 19

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 5978

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2 1283

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3

5794

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1

1987

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2

312

Number of full-time teachers during the year:

Extended Profile

1. Programme

1.1	19
Number of programmes offered during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

2. Student

2.1	5978
Total number of students during the year:	

File Description	Documents
Institutional data in Prescribed format	View File

2.2	1283
Number of outgoing / final year students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3	5794
Number of students who appeared for the examinations conducted by the institution during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

3. Academic

3.1	1987
Number of courses in all programmes during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2	312
Number of full-time teachers during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3	312
Number of sanctioned posts for the year:	
4.Institution	
4.1	545
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
4.2	86
Total number of Classrooms and Seminar halls	
4.3	2474
Total number of computers on campus for academic purposes	
4.4	334576187.44
Total expenditure, excluding salary, during the year (INR in Lakhs):	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Factors considered for Curriculum Design: The cutting-edge curricula are designed in consultation with various stake holders. to identify the local, regional, national, and global aspirations of the industry players. The Curricula is impeccably aligned to reflect the lofty vision and mission of the institute. The outcome- based education (OBE) is the pivotal notion on which the whole exercise of curricula design,development and implementation

revolves. It encompasses the central theme of graduate attributes as advocated in the philosophy of NBA, including addressing POs through the curriculum, 1. Developing critical thinking, problem solving, moral values etc. 2. Involving experts from industry and academia in curricula design. 3. Sensitize learners on UHV, social and environmental obligations. 4. Provide an ample room for ICT based learning. MOOCS courses etc for augmenting employability index of students. 5. The students' skills and competencies shall be developed through the centres of excellences established in the institution. The documents referred for the curriculum design are: (i) Model curriculum prescribed by AICTE, (ii) The Program Specific Criteria of professional bodies, (iii) Suggestions by industry experts and alumni, (iv) Syllabus of various reputed Indian and International Universities, (v) Recent technological developments and areas covered under National Education Policy.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	Nil

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

20

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	No File Uploaded

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

241

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	No File Uploaded
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

70

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

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

19

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

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

The institution has implemented cross cutting issues such as

professional ethics, UHV, sustainable environment and corporate citizenship etc. The curriculum comprises courses that provide knowledge enhancement, improving self-realization and sense of belongingness to the society. A sample of courses as above are listed below. Professional Ethics: is covered in various courses like RCC & steel Design, Estimating & Costing, Software engineering, Ethical Hacking, Cyber Forensics etc. Various events are regularly organized to spread cognizance about copyright violations and plagiarism checks. Gender: The institute is steadfast in providing education to one and all, irrespective of gender, caste, creed, religion, and the social strata by providing a value-based education, largely for growth and development. Human Value Orientation: The Institute has been developing value based holistic vision by imparting UHV education, respect towards elders, honesty, loyalty, and equality of opportunity through examples and motivational lectures by faculties and guests. Environment and Sustainability: The conservation and optimum utilization of natural resources are the concerned areas for the institute and covered through courses like, Environmental, Air and Solid Waste Management, Legislation EIA & SIA Energy Conversion and Management Industrial Wastewater Treatment and Reuse Solar & Renewable Energy System Electrical Energy Audit and Safety Analysis

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

36

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	No File Uploaded

1.3.3 - Number of students enrolled in the courses under 1.3.2 above	
2839	
File Description	Documents
List of students enrolled	View File
Any additional information	View File
1.3.4 - Number of students undertaking field work/projects/ internships / student projects	
155	
File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	No File Uploaded
1.4 - Feedback System	
1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above
File Description	Documents
Provide the URL for stakeholders' feedback report	https://ycce.edu/wp-content/uploads/2024/02/1.4.2_Stake%20holder%20feedback%20system%20and%20ATR_2022-23.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	No File Uploaded
1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://ycce.edu/wp-content/uploads/2024/02/1.4.2_Stake%20holder%20feedback%20system%20and%20ATR_2022-23.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1501

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

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

1036

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

The institute has a special and well devised mechanism to address and identify these learners, without demarcating the two types from the basic constitution, culture, and cohort. Catering the needs of advanced Learners: Diverse academic opportunities are rendered and mentored to excel in several events and competitions like: YCCE Eagles Smart India Hackathon, Code Chef and other Coding contests, National - International Paper and project competitions. Alumni mentoring to students is offered for start-

ups and other activities. The Mentor encourages them to work on innovative ideas, incubate it and boost their own start-ups. YCCE's TBI incubation centre provides necessary facilities to incubate their ideas. Catering the needs of slow Learners: The slow learners are identified based on the performance of students MSE and are mentored through interactive sessions like remedial sessions, special assignments, counselling etc. The Bridge courses are conducted for Lateral Entry students and the slow learners, for subjects like programming, mathematics, and English communication skills etc. to bridge the gap.. The detained students in regular terms are facilitated with a Special Mentoring Scheme (SMS), to complete the studies and submissions before the commencement of the next academic session. Due provisions are made for especially abled students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/06/2024	5978	312

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

The institute espouses various proven pedagogy of teaching and learning, through collaborative teaching and learning practices. This process is learner centric and the end outcome of every process is evaluated on the basis of the satisfaction index of the learner and other stake holders of the institute. The outcome of collaborative learning enhances critical thinking and problem-solving abilities. The teaching-learning process is one of the strengths of the institute. The focus is on learner-centric approaches for ensuring the holistic development of students. The

institute is practicing the innovative teaching and learning process for effective pedagogy. The courses are designed to effectuate the learning outcomes. The innovative experiential methodologies used are: Learning by doing Storyboard Shadow teaching Internships/Industrial Visits Problem Solving Methodologies used are:

- Think Pair Share
- Mini projects/Major Projects
- Project Based Learning

Participative Learning Methodologies used are:

- Flipped classroom & Blended learning Case studies
- Open House Field visits

These student centric methods are used by faculty, supported with E-contents developed by faculty. IQAC and Academic Audit keeps a track of these student-centric methods. All these unique methods are successful and evident through the students' feedback.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://ycce.edu/aqar-2022-23/Criteria-2/2.3.1_Student_centric%20methods_2022-23.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Institution encourages extensive usage of ICT enabled tools for student centric effective learning. All the courses offered by the institute extensively make use of ICT facility. All classrooms are equipped with required ICT enabled facilities and entire campus is Wi-Fi enabled. Google classroom / Moodle is used for sharing e-resources, lecture notes and the laboratory manuals. The faculty uploads lesson plans, time-table, course materials, question banks etc. There is an exclusive Digital Library with 44 computers which works from 8:00 am to 8:00 pm every day. Several Online journals, e-books, e-lecture materials are accessible. Faculty members use E-learning resources from National Programme on Technology Enhanced Learning (NPTEL) to the e-material developed by the institute (DTEL). The entire institution has installed LCD video display screens for instantaneous communication in every

building. The progress of student is communicated to parents on regular bases via. SMS and telephone. The Google apps and student diary app are even used to communicate with the students. The student admission process to the higher semesters is conducted online.. The institutional initiative for digital divide and enhancement of digital literacy has contributed profusely elevated the entire system of institution.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://ycce.edu/naac-plus-copy/
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

204

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	No File Uploaded

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The academic calendar of college outlines the schedules of - session, examination, cultural fest, and departmental technical events. Timetable in-charge of each department prepares timetable as per the guidelines provided by DAM. Before finalizing the department timetable, the Head of the department allocates the courses to the faculty members based on their choices and areas of expertise. Before the commencement of semester, the faculty prepares teaching plan which is reviewed by the senior faculty member in the department and finally approved by HoD. Teaching Plans: The faculty prepares the Teaching plan (Handouts) in the prescribed format before the commencement of the class work in each semester. The teaching plan is prepared to adhere to the needs of Outcome Based Education prescribed by the National Board of Accreditation (NBA). The contents of the plan include: Course

prerequisites Course objectives and outcomes Mapping of course outcomes with program outcomes Course syllabus Detailed unit wise lecture plan Learning resources/Textbooks/Reference Books Delivery methodologies Assessment methods Content beyond syllabus/Any Additional information The strategic planning and adherence to the academic calendar and the teaching plan have profoundly and systematically helped to carry out futures' decision, securing the desired results against the expectations.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

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

312

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	No File Uploaded

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

122

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	No File Uploaded

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

11.6

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

45

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

45

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	No File Uploaded

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

The software is available with integrated modules, which includes Admission, Registration, Timetable, Attendance, Marks Entry, Pre-Examination Processes, Online Payment of fees, Result Processing, Generation of Various Reports, Grade Card, Result Gazette, TR etc. Processes Integrating IT: Examination Management System services are available to integrate all the activities in the examination cell. The pre and post examination activities are integrated, starting with examination notification. Panel of

internal or external examiners for setting question papers and moderation and valuation of answer sheets are being constituted. Appointment letters of examiners for setting question papers and internal and external examiner for practical courses are generated through software and sent through mails. Payment gateway is also available for the payment of various fees online by the students to make the registrations online for various services. Roll number allotment for examination, generation of examination roll list and hall ticket are being done through software. The system is enabling the student to download the hall tickets and results online. Internal marks entry is done in software module by the respective course teacher. The valuation of the answer sheets are done in online mode. The system automatically generates the result on the basis of the entered marks.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

2.6 - Student Performance and Learning Outcomes

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

The Program Outcomes (PO) and Course Outcomes (CO) for all academic programs are published on the institute's official website and are disseminated through several channels to ensure comprehensive accessibility for various stakeholders. The outcomes are displayed prominently on the departmental notice boards and flex boards, making them visible to both students and faculty. In addition, they are distributed to parents during Parent-Teacher Meetings (PTM) and shared with alumni during alumni meets, with further access available on the institute's alumni webpage.

The outcomes are also provided to faculty members and Board of Studies experts for alignment and continuous curriculum development. In the departments, the outcomes are displayed at strategic locations to ensure easy access.

To facilitate effective communication, hard copies of syllabi and learning outcomes are made available in the departments for quick reference by both faculty and students. Additionally, soft copies of the curriculum and learning outcomes are uploaded on the institute's website, providing broader access. During the

induction programs, students are introduced to the learning outcomes, ensuring they understand the educational goals at the beginning of their academic journey.

The Program Outcomes (PO) and Course Outcomes (CO) can be accessed on the official website, ensuring transparency and accessibility for all concerned parties.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	Nil

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Method of measuring the attainment of POs, PSOs and COs and the level of attainment of POs, PSOs and COs The assessment process is conducted in two steps: 1. Direct Assessment (80% Weightage) 2. Indirect Assessment (20% Weightage) Direct Assessment Processes: The undergraduate program of the department is credit based with continuous evaluation system. Evaluation is conducted by the subject teacher throughout the semester. Each subject contains three main components for evaluation: Course Work Theory Courses: In this component, home assignments, tutorials, problem solving, group discussions, quiz, etc are given and evaluated regularly. Mid Semester Examination: Mid semester examination is conducted within 7-8 weeks after the start of teaching of each semester. The syllabus of the exam conducted covers around 30-50 % of the total course content. End semester Examination: End semester examination is conducted at the end of semester. Complete syllabus is covered in this examination. Major Weightage of marks is given to this component. Practical Courses: In these courses, continuous evaluation is done through viva-voce, presentation, report submission and laboratory quiz. Indirect Assessment Process: . Indirect Assessment tools include Students Survey (35%) Parent Survey (10%) Alumni Survey (35%) Employer Survey (20%) Student society/Professional society activities Expert lecture on important topic from syllabus.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1262

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

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

https://ycce.edu/wp-content/uploads/2024/02/Students-Satisfactory-Survey_2022-23.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Since inception of the institute R&D Cell is looking after the institution's research. The R&D Cell is reorganized in 2018 and 2019-20, it is decentralized and comprised of divisions, namely, Research Center; Research Publications; Experimental research; Research Innovation and Incubation; and YCCE Journal and Research Portal. Responsibilities of these divisions are refined in 2021-22 to collectively address the issues related to PhD programme, quality of publications, research proposals, IPR, innovation and

incubation, YCCE journal and monitoring research portal. The Institute encourages students and faculty for research by providing well equipped laboratories and offering incentives. The institute has, also, established YCCE-TBI-Foundation and various centers of excellence, namely, Siemens center of excellence, HIT office construction ERP, Renewable Energy Systems and NVIDIA Center of Excellence for AIML. Various SOPs and Policies exist for the promotion and implementation of research, namely, SOPs for publication and citations; seed fund support; funding proposal; IPR; seed fund support to incubated start-ups and handbook of PhD, Policies for Code of Ethics for Research; Promotion of Research; Research and Development; IPR and incubation. These SOPs and Policies (<http://ycceresearchportal.org>) provide support to student/faculty for research in terms of leaves; finance for in-house minor research, product development, publication at national/international level.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://ycceresearchportal.org/
Any additional information	View File

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

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

15.04

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	No File Uploaded
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	No File Uploaded

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

120

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

34.83

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	No File Uploaded

3.2.2 - Number of teachers having research projects during the year

147

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

72

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

10

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	Nil
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Under R&D Cell, the division of Research Innovation and Incubation looks after innovation, incubation and transfer of knowledge. Also, the institute has established YCCE-TBI-Foundation (Rs. 30 Lakhs funding from MSME under ASPIRE-scheme with equal contribution of institute), a Section-8-company for technology business incubation. We YCCE-TBI-Foundation are running and

exploring the research, innovation and entrepreneurship opportunities with acceptable business and innovation environment. Other initiatives like Innovation-Council, IPR-Cell and Collaborative Projects supports the YCCE-TBI-Foundation. A 24x7 Fabrication-Laboratory facility has been developed with state-of-the-art equipment and tools from different technical streams to nurture innovative ideas of students/faculties. At present, total 20-companies are incubated at YCCE-TBI-Foundation as Start-ups. Seed fund is provided to 10-LLPs and other start-ups to mobilize their operations. Major- initiatives taken for the development and effective implementation of innovation-ecosystem are as follows: Dedicated space/infrastructure in the form of Technology-Business-Incubator Institute-level-Research-policy In-house funding support for minor-patentable-product development and innovative experimental set up SOP for In-house seed fund support for start-ups with prominent innovative ideas YCCE-Incubation-policy in-line with National innovation and start-up policy. SOP and policy for development of IPR with funding support Constitution of YCCE-innovation-council Innovation-Gallery Workshops/webinars on various topics related to incubation and innovation. Open Elective on Innovation and Entrepreneurship Dedicated incubation-manager

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

87

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for

A. All of the above

Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	No File Uploaded

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

84

File Description	Documents
URL to the research page on HEI website	https://ycceresearchportal.org/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

00

File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

162

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ycceresearchportal.org/important-cited-publications/

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

1569

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

42

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

51.33

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	No File Uploaded

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

4.37

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	No File Uploaded
Any additional information	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Yeshwantrao Chavan college of Engineering (YCCE), Nagpur has a registered and active NSS unit of RTM Nagpur University. Under this National Service Scheme (NSS) of Government of India, the students of YCCE participate in various extension activities organized by various government bodies and other NGOs. The students also organize various extension activities like Swachchata Abhiyaan, Tree Plantation, Various Donation drives which includes grocery donation, books donation, clothes donation, Sanitary Pads distribution, blood donation etc, many awareness camps like vaccination awareness drive, voterregistration drives etc., visits to orphanages and old age homes. During all these

events organized by the students, they meet rural people, come to know their lifestyle and problems and difficulties they are facing in day-to-day life and hence try to come up with the solutions to make the life of the people easy to live. This enhances the interpersonal skills of the students and sensitize them to look at the social issues with a different perspective. Visits to orphanages and old age homes make the students to interact the orphan children and the old people and try to understand their problems as well. Many donation drives organized by the students are for orphan and underprivileged children only.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

3

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	No File Uploaded

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

21

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

823

File Description	Documents
Reports of the events	View File
Any additional information	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

148

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

69

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute continually invests in enhancing its infrastructure to support the teaching and learning process. Capital is allocated to develop modern, state-of-the-art facilities, including smart classrooms, conference halls, startup ecosystems, advanced laboratories, and expanded library resources. This commitment

ensures that the institute meets the evolving demands of quality engineering education.

In line with regulatory standards, the institute provides adequate infrastructure and physical facilities for teaching-learning activities. The campus spans 14 acres, well above the required 7.5 acres, with a total carpet area of 37,750.45 sq. meters and a built-up area of 41,527.49 sq. meters. Notably, there are no deficiencies in infrastructure.

The campus houses a range of facilities, including administrative buildings, departmental buildings, the Controller of Examinations office, state-of-the-art laboratories, Centers of Excellence, an Incubation Center, Central Computing Center, Innovation Gallery, and well-equipped classrooms. Additional amenities include an auditorium, conference halls, library, canteen, hostels, gym, student support center, and essential power and water supply systems.

Each department is equipped with dedicated physical infrastructure as per AICTE requirements, ensuring that sufficient classrooms, tutorial rooms, and laboratories are available to support the various academic programs offered by the institute. This comprehensive infrastructure underscores the institute's commitment to providing a world-class educational experience.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

The institution boasts a well-equipped, spacious auditorium with a seating capacity of 850, designed to host cultural activities, seminars, professional talks, awareness programs, and more. Additionally, a smaller auditorium with a 150-seat capacity is available for smaller events and functions. The campus features a large playground spanning 3.5 acres, equipped with facilities for outdoor sports such as athletics, cricket, football, hockey, kabaddi, and kho-kho. Separate courts for volleyball and basketball are also provided.

For indoor sports enthusiasts, the campus includes facilities for table tennis, chess, carrom, and other games. Students actively participate in national and international tournaments, earning medals and awards. The college also offers a fully equipped gymnasium with a dedicated trainer for both students and faculty. A yoga and meditation room is available, and the institution celebrates the International Day of Yoga with enthusiastic participation from students and staff.

To foster creativity and extracurricular engagement, the college has established student clubs such as the Literary Club, Music Club, Creative Arts Club, Dramatics Club, Classical Dance Club, and Photography Club. Students actively engage in these clubs and participate in various intercollegiate, inter-university, state, and national competitions, winning numerous awards. The annual cultural festival, YCCE FEST, showcases a variety of cultural and sports events, providing students with a platform to showcase their talents.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	Nil

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

86

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

2426

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	No File Uploaded

4.2 - Library as a Learning Resource

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

The institute is deeply committed to cultivating a strong reading culture among its learners, with the library serving as its heart and soul. Both the teaching department and the library's leadership work together to ensure that library visits and reading activities continue to thrive in a healthy and sustainable manner. The library's extensive and unique collection of resources is a major attraction for students. Its ambiance fosters an ideal environment for both reading and academic transactions, creating a conducive space for learning.

The Central Library of the College is designed in accordance with AICTE standards, and it is fully equipped and computerized to support efficient operations. The library is fully automated with LIBSYS 7.0, and features a touch screen catalogue for easy access. With a large collection that meets the needs of students, research scholars, and faculty, the library provides a comprehensive range of resources. Additionally, all library materials have been barcoded, and the entire system is automated with LIBSYS 7.0, which supports transactions and offers an Online Public Access Catalogue (OPAC) for user convenience.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

**4.2.2 - Institution has access to the following:
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources**

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

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

22.58

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

667

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	No File Uploaded

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

Yeshwantrao Chavan College of Engineering (YCCE) offers a technologically advanced campus designed to meet the academic and research needs of its students and faculty. The campus is equipped with 2,074 interconnected computers, supported by a 1 Gbps internet connection, ensuring high-speed connectivity for over 1,200 concurrent users via LAN and Wi-Fi. In 2022, YCCE enhanced its computing infrastructure by incorporating 575 i5 and i7

computers on a rental basis to meet the varied demands of different departments.

The campus also features a cutting-edge data center with 8TB of NAS storage, IBM and Dell servers, and an IBM workstation. YCCE's NVDI GPU-based Center of Excellence houses 30 Apple Mac Pro systems to support advanced research. For network security, the college uses a Fortinet F400 next-generation firewall, with antivirus, IDS, IPS, and content filtering, providing comprehensive protection against cyber threats.

Power backup is ensured through online UPS systems and a 500KVA generator for all buildings. CCTV surveillance further enhances security, particularly in computing labs. In classrooms and labs, multimedia projectors, interactive boards, and high-speed printers foster an interactive and conducive learning environment, enriching the overall academic experience at YCCE.

This integrated infrastructure underscores YCCE's commitment to providing a cutting-edge educational experience.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
3	1

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 750 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ycce.edu/pdf/E%20Resource%20development%20facility.pdf
List of facilities for e-content development (Data Template)	No File Uploaded

4.4 - Maintenance of Campus Infrastructure

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

2426

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	No File Uploaded

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

The institute has a robust system in place to ensure the effective maintenance of its assets. A well-equipped and qualified maintenance team is responsible for managing the upkeep of the entire campus and its physical infrastructure. The team ensures that all utilities are operational 24/7, with both preventive and breakdown maintenance carried out regularly.

To ensure the longevity and functionality of equipment, the institute has established Annual Maintenance Contracts (AMC) with vendors, which are renewed periodically. All machinery and equipment are calibrated for accuracy, and detailed procedures are followed for their upkeep. Standard Operating Procedures (SOPs) are in place to guide the maintenance and utilization of physical, academic, and support facilities.

The Maintenance Department oversees the maintenance of the college's physical infrastructure, with a dedicated team handling tasks such as water supply, plumbing, sanitation, electrical maintenance, carpentry, and cleaning. The college ensures adequate staffing to manage these activities efficiently, maintaining a clean and fully functional campus environment. This comprehensive approach reflects the institute's commitment to providing a well-maintained and conducive environment for both students and staff.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

3998

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

71

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://ycce.edu/wp-content/uploads/2024/02/5.1.3.%20ALL%20Merged.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

2786

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

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students'

A. All of the above

grievances Timely redressal of grievances through appropriate committees

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	No File Uploaded

5.2 - Student Progression
5.2.1 - Number of outgoing students who got placement during the year

681

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

71

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	No File Uploaded

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

78

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

6

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

The institute actively involves students in decision-making processes by providing representation on various academic and administrative committees. This approach helps develop their confidence, leadership abilities, and decision-making skills. Students are also encouraged to participate in co-curricular, extra-curricular, and social activities through vibrant student forums and clubs. These forums provide ample opportunities for students to pursue their hobbies and interests throughout the year.

Students serve as office bearers in several professional society chapters, such as IEEE, IETE, ISTE, CSI, ACM, IEI, SAE, and ASME. These roles foster leadership and organizational skills while offering valuable exposure to professional networks.

The Student Council plays a central role in organizing a variety of activities under the guidance of faculty members. It is instrumental in developing leadership qualities, promoting social awareness, and encouraging a sense of social responsibility among students. The active Student Council is comprised of positions like General Secretary (Gathering), General Secretary (Gymkhana), and other secretaries, core members, and volunteers.

The council coordinates key events, such as the Annual Social Gathering - YASH, Independence Day and Republic Day celebrations, National Youth Day, Women's Day, Indian Air Force Day, Sports Week, and participation in inter-institutional sports and cultural activities. Additionally, the General Secretary (Gymkhana) represents the institute on the university student council, further enhancing student involvement at the broader institutional level

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

5.3.3 - Number of sports and cultural events / competitions organised by the institution

30

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The institute has a strong and active alumni network that serves as a key pillar in promoting its legacy. The Yeshwantrao Chavan Abhyantriki Mahavidyalaya Alumni Association is a registered body with around 7,500 members. It includes leaders, entrepreneurs, professionals, and bureaucrats who contribute to the community in various capacities. The association is managed by a Coordination Committee, Executive Committee, and Student Coordination Committee, which work to engage alumni through initiatives such as developmental projects, placements, expert talks, mentoring, and start-up guidance.

The primary goal of the alumni association is to foster a sense of belonging and fraternity among alumni by providing a platform for

social and intellectual interactions, as well as facilitating effective communication. In addition to formal alumni meets, the institute seeks alumni feedback on curriculum improvements and emerging industry trends through networking platforms like LinkedIn, Facebook, Twitter, and WhatsApp. This ongoing engagement strengthens the bond between alumni and the institution.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.yccealumni.com/

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The governance of the institution is reflective of an effective leadership :

The leadership at Yeshwantrao Chavan College of Engineering comprises visionary and proactive individuals who adopt an agile and supportive approach to foster the overall development of the institution. They are deeply committed to corporate governance and have an unwavering belief in quality initiatives that align with the institute's vision and mission.

Strategic decisions and initiatives undertaken by the leadership are aimed at achieving the institute's lofty ideals and long-term goals. Regular review meetings ensure that the direction and growth of the institution remain on track, with a primary focus on the academic excellence and overall welfare of both learners and faculty members.

The Academic Advisory Board, comprising distinguished academicians from prestigious technical institutions, has been instrumental in

guiding the effective implementation of autonomy since the 2010-11 academic session. This board provides invaluable insights that enhance the institution's academic framework.

The institution's Vision, Mission, and Quality Policy emphasize maintaining academic excellence with global standards and ethical principles. The mission reflects a commitment to aligning policies and objectives with the evolving educational landscape. To achieve this, the college recruits highly qualified and experienced faculty, adhering to statutory faculty-student ratio requirements, ensuring students become globally competent while remaining locally relevant.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://ycce.edu/contact-us/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Effective leadership is reflected in various institutional practices:

The leadership of Yeshwantrao Chavan College of Engineering firmly embraces the principles of decentralization and delegation of responsibility and authority. The institute's core governing philosophy is built on values such as brainstorming, empowerment, freedom of decision-making, accountability, and corporate governance.

All stakeholders are actively involved in the decision-making process, ensuring transparency and inclusivity in framing guidelines and regulations for the smooth and systematic functioning of the institution. For instance, two senior faculty members, selected on a rotational basis, participate in Board of Management (BoM) meetings to provide valuable insights, which are duly considered. Decisions made in BoM, Academic Council, and Board of Studies meetings are communicated effectively to employees through meetings and circulars.

Budgetary provisions for departments are based on requirements submitted by the Heads of Departments (HoDs), ensuring resources are allocated appropriately. The institution also upholds

financial transparency by publishing audited financial statements on its website.

All HoDs are members of the Academic Council, where significant academic and administrative decisions are made. They are also entrusted with substantial academic authority. Additionally, the institution has constituted multiple committees involving key stakeholders such as government representatives, administrators, faculty, industry leaders, alumni, parents, and students to oversee and guide academic and administrative activities.

This decentralized governance approach fosters well-defined interrelationships and ensures collaborative and effective institutional management.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://ycce.edu/administration/

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The institutional Strategicplan

Yeshwantrao Chavan College of Engineering (YCCE), located in Wanadongri, Nagpur, is strategically positioned to thrive amidst the growing demand for skilled manpower in the engineering sector. Recognizing its pivotal role in addressing this need, the college has formulated a comprehensive 5-year strategic plan focusing on curriculum enhancement, faculty development, research and innovation, and infrastructure improvement.

This plan aligns with the objectives of the National Education Policy (NEP) 2020, which emphasizes equipping higher education institutions to meet the demands of a rapidly evolving economy. By implementing these strategic initiatives, YCCE aims to advance its academic and industry contributions.

Key initiatives include introducing cutting-edge courses, updating

curricula to reflect industry trends, and upgrading facilities with state-of-the-art technology. The plan also prioritizes attracting and retaining top-tier faculty and fostering collaborations with leading industries and research institutions. These measures will ensure that students receive high-quality education and practical training, enhancing their employability and professional readiness.

Through this strategic vision, YCCE aspires to become a hub of excellence in engineering education. By addressing regional and national demands, the institution is poised to shape the future of engineering education in India and contribute significantly to the development of the engineering workforce.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://ycce.edu/wp-content/uploads/2024/05/Strategic-Plan-YCCE-2023-2028.pdf
Upload any additional information	View File

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

The functioning of the various institutional bodies:

The well-defined organizational hierarchy at Yeshwantrao Chavan College of Engineering supports effective decision-making processes across the institution. This structure strengthens institutional capacity and enhances educational effectiveness by involving external members in various committees and boards. The Principal, Deans, and Heads of Departments (HoDs) regularly review the targets achieved and the challenges faced, ensuring continuous progress and improvement.

The management is highly receptive to faculty suggestions in decision-making, fostering a collaborative and inclusive environment. Faculty members actively contribute to key committees such as the Board of Management, Academic Advisory Board, Sub-committees, Academic Council, IQAC, Board of Studies, Student Council, Student Grievance Redressal Cell, Internal Complaint Committee, Anti-Ragging Committee, Library Committee, Alumni Association, SC/ST Cell, Hostel Committee, Canteen Committee, and

Students' Clubs.

External members on the Governing Body bring greater transparency and fairness to the system, further enhancing institutional governance. The committees are structured to ensure decentralized management, allowing for more efficient and streamlined functioning. Each committee's responsibilities are clearly defined, ensuring role clarity and accountability.

The institution has established service rules, promotion policies, welfare schemes, and a grievance redressal mechanism, which are designed to support faculty and staff well-being. Achievements of faculty and staff are recognized through both financial and non-financial incentives, while any grievances are addressed promptly to maintain motivation and morale.

File Description	Documents
Paste link to Organogram on the institution webpage	https://ycce.edu/organisation-chart/
Upload any additional information	View File
Paste link for additional Information	https://drive.google.com/file/d/14a8DkVNZxtN1cE7N5OB61lTbTtnjCt2I/view

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	No File Uploaded
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression :

The institution has established a comprehensive set of welfare measures for both teaching and non-teaching staff, ensuring their well-being and job satisfaction. These measures are supported by clear Standard Operating Procedures (SOPs), allowing staff to easily avail themselves of the benefits. Recognizing the importance of human resources, the management prioritizes their care and development.

Key welfare initiatives include the implementation of the 7th Pay Commission recommendations in line with AICTE norms, and the coverage of employees under the Employees' Provident Fund (EPF) and Gratuity schemes. A Group Insurance Scheme has been in place since the college's inception, benefiting regular and permanent staff. Additionally, study, maternity, and medical leaves are provided as necessary.

The institution also offers financial support for faculty attending conferences, workshops, or presenting research papers at national and international events. This includes assistance for registration fees, travel grants, and daily allowances. Financial help is provided for publishing research papers in reputed journals and for filing patents, copyrights, and monographs.

Staff members' children are rewarded for academic excellence, and a Staff Welfare Fund provides various benefits, including tuition fee concessions for their children. Medical reimbursement facilities are available, along with on-campus medical services, including a qualified doctor and nurse. These welfare measures foster a supportive work environment, enhancing staff motivation and overall institutional success.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

126	
File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

31	
File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

88	
File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Institution conducts internal and external financial audits regularly :

Financial auditing is a key aspect of the institute's financial

discipline and corporate governance. Due diligence is maintained in all financial matters, ensuring the financial security of the institution is prioritized. The institute follows well-established Standard Operating Procedures (SOPs) and a financial code of conduct, which form the foundation of its financial discipline.

Financial planning is conducted well in advance, involving various academic departments and administrative sections to ensure a coordinated approach. An effective financial management system is in place, supporting the institution's overall growth. Financial planning and reviews are conducted at regular intervals through the statutory Finance Committee. The system is flexible, allowing expenditures to exceed the allocated budget when justified by demands and requirements.

The institution has mechanisms in place for both internal and external audits to ensure compliance with financial regulations. Institutional accounts are audited regularly, and any observations or discrepancies noted by auditors are promptly addressed and corrected. The optimal utilization and execution of the budget are closely monitored through these audits.

Institutional-level accounting policies cover areas such as annual budgets, salary accounting, advance deductions, non-salary expenditures, capital expenditures, tuition fees, stock/assets verification, quarterly audits, and the preparation of annual accounts, ensuring transparency and financial accountability at all levels.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

10.22

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

Institutional strategies for mobilisation of funds and the optimal utilisation of resources :

The institute employs several strategies for the mobilization of funds and optimal utilization of resources. The primary source of revenue is the annual fee collected from students, in accordance with the fee guidelines set by the State Fee Regulatory Authority. This fee is deposited into fixed deposits (FDs) and withdrawn periodically to meet the financial requirements of the institute. The interest earned on these FDs is also utilized for the institution's needs.

In addition to student fees, funds are mobilized through sponsored projects from government bodies and agencies such as DST, FIST, DRDO, AICTE, UGC, as well as industry-sponsored projects by faculty members. The institution also generates funds through consultancy services and philanthropic contributions, which further support its growth and development.

During the budget preparation process, all academic and administrative department heads are asked to provide their annual budgetary requirements. These budgets take into account the need for development and upgrading of laboratories, computing facilities, libraries, teaching-learning resources, training programs, extension activities, and software. This comprehensive approach ensures that the institute can effectively utilize its resources for continuous improvement in infrastructure and academic excellence.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	Nil

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The Internal Quality Assurance Cell (IQAC) of the institute is entrusted with ensuring the integration of quality standards into every administrative and academic process. The cell collaborates closely with various departments to embed and institutionalize a culture of quality across the institution. Quality circles, aligned with industry standards, have been established within teaching departments to further internalize the commitment to quality.

The key pillars guiding the IQAC's functioning are quality propagation, quality education, quality audits, and the implementation of quality suggestions. The IQAC was established in 2016 with the objective of monitoring and enhancing the quality of services provided by the institution to its stakeholders. An IQAC committee, approved by the governing body, oversees the development and implementation of quality assurance strategies and processes.

The institute's policies on academic and administrative systems, including teaching, learning, and evaluation, academic performance, faculty recruitment, and training/qualification enhancement, are the result of IQAC initiatives. The IQAC has played a vital role in the continual improvement of infrastructure, the enhancement of faculty competencies, and the empowerment of students to make them more employable, ensuring that the institution maintains high standards of academic and operational excellence.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC (Internal Quality Assurance Cell) of the institute operates based on the Plan-Do-Check-Action (PDCA) approach, ensuring a systematic process for planning, monitoring, and controlling the functioning of teaching departments. Beyond teaching and learning, the IQAC also oversees various administrative processes such as procurement, recruitment, maintenance, training, placements, and accreditations.

The institute regularly reviews its teaching-learning processes, operational structures, and methodologies through collaboration between the academic departments and the IQAC. The roles and responsibilities of the IQAC include:

1. Planning, monitoring, and controlling the academic functions of all departments.
2. Introducing innovations in teaching, learning, and evaluation practices.
3. Advising on industry-oriented projects, internships, and other technical training activities aimed at enhancing employability skills.

IQAC conducts continuous reviews to ensure the smooth and effective functioning of the quality teaching-learning process. Some key practices include:

- Faculty members prepare handouts containing the teaching-learning plan and course schedule in advance, aligned with the academic calendar.
- Individual course schedules, plans, and related materials are provided to students at the start of the semester.
- Under the guidance of the HOD, the class teacher/academic coordinator regularly updates the HOD on syllabus coverage and class engagement.
- Guest lectures are organized for subjects that are difficult to grasp, ensuring additional support for students.

These practices collectively contribute to maintaining high academic standards and fostering continuous improvement.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://ycce.edu/wp-content/uploads/2024/12/Y-ANNUAL-REPORT-FOR-A.Y.-2023-24.pdf

<p>6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)</p>	<p>A. Any 4 or all of the above</p>
---	--

File Description	Documents
Paste the web link of annual reports of the Institution	https://ycce.edu/wp-content/uploads/2024/12/Y-ANNUAL-REPORT-FOR-A.Y.-2023-24.pdf
Upload e-copies of accreditations and certification	<p style="text-align: center;">No File Uploaded</p>
Upload details of quality assurance initiatives of the institution	<p style="text-align: center;">View File</p>
Upload any additional information	<p style="text-align: center;">View File</p>

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Specific facilities provided for women in terms of: Safety and security Counselling Common Rooms Day care center for young children Any other relevant information The institute is an equal opportunity provider and promotes equity of all genders and classes in the growth of the institute. The females of the institutes are endowed with special responsibilities and equal authorities. Grievance cell is active to render justice to the female staff . The safety and security of the female students, faculty and staff is imperatively vital for college. The entire campus is under CCTV Surveillance . The entry and exits are guarded with Security checkpoints..Anti-ragging committee, Grievance Redressal Committee and Internal Complaint committee are constituted as per the guidelines of government and are functioning actively to address the related issues as well. In the Industrial visits and study tours, a female faculty is accompanying the girl students. Medical facility is available in the campus, in case of medical emergencies. Ambulance is

accessible 24x7 in the campus also 'Sick Room' specially for the girl students is existing with essential facilities. Common room is a space provided to the students to unwind, relax and also to hold meeting to plan their events.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://ycce.edu/wp-content/uploads/2024/12/Y-ANNUAL-REPORT-FOR-A.Y.-2023-24.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management The solid waste generated in the campus includes plastics, foodwastes, cardboard materials, paper wastes, metals, wood etc. Litterbins are provided in the institute at convenient locations. The staff rooms and offices have been provided separate dust bins. . The waste which is fit to recycle given to recycler and the damaged books are given for binding and are further brought to use again. Metal and wooden waste is stored and given to authorized agent for further processing. **Liquid waste management:** Liquid waste mainly consists of waste water from kitchens, wash rooms and mess. This waste water is managed through underground sewerage pipes. The waste is collected in the underground tanks located in the campus. The waste collected in Sewage Treatment Plant is treated and the treated water is used for several other purposes **E- waste management:** The e-waste obtained in the institute comprises of encompasses batteries, UPS, printer cartridges, discarded input

devices like mouse, key-boards, wires and cables. The e-waste is re-used in case of re-parable and brought to make use of them again.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geotagged photographs of the facilities	View File
Any other relevant information	View File

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

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	No File Uploaded
Any other relevant documents	View File

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

<p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5.Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
---	--

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance,</p>	<p>A. Any 4 or all of the above</p>
---	--

reader, scribe, soft copies of reading materials, screen reading, etc.

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

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

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. We believe in unity in diversity that's why our students respect the different religion, language and culture. Two important national festivals, Republic Day and Independent Day are celebrated in the campus. The College always encourages the students to organise and participate in different programmes organised by college, intercollege, and university. Different sports and cultural activities are organized in the college to promote harmony towards each other. Commemorative days like Women's day, Yoga day, Teachers Day, Engineers Day, Meghotsava along with many regional festivals like Ganesh Puja, Gajanan Maharaj Pragat Din, Chhartrapati Shivaji Maharaj Jayanti, Swami Veevekanand Jayanti, are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds. On the eve of college annual gathering we organize a traditional dress competition and fashion show. In this competition students wore the different attire representing the different states, religions and cultures. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. There are different grievance redressal cells in the institute like Student grievance redressal cell, faculty grievance redressal cell which deal with grievances without considering anyone's racial or cultural background.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
<p>7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:</p> <p>The institute propagates and educate all the members of the institute about their constitutional duties and obligations. It trains the members as to how to function while remaining with in the constitutional frame work and respect the constitutional obligations. The various facets of Indian constitution are well propagated amongst the learners and the members of the institute at appropriate occasions. The sacrosanct document of Indian constitution is well comprehended and propagated by the members of the institute. The institute has well defined standard code of conduct for students, teachers and the staff. The institute undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. Every year Republic Day is Celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Independence Day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution. Swach Bharat Mission, World Cancer Day, National Voter's Day Celebration, Teachers Day, Traditional Day, Environment Day, Yoga Day, Blood Donation Camp, National Youth Day, International Women's Day, Tree Plantation Drive, Engineers Day, Nirmalya Collection are organized to sensitize students and employees to the constitutional obligation</p>	
File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	No File Uploaded
7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this	A. All of the above

regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	No File Uploaded

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

The institution actively celebrates National Festivals and the Birth Anniversaries of great Indian personalities to foster national unity, integrity, and patriotism among students. These celebrations serve as a platform to instill the values and teachings of these eminent personalities in the young minds, enhancing their understanding of national integrity and their individual roles in upholding it.

The following programs are organized for the holistic development of students:

- 15th August - Independence Day: Independence Day is commemorated each year with a flag-hoisting ceremony. The institution invites a distinguished Chief Guest for the event, and the national flag is unfurled by the topper student, followed by the singing of the National Anthem.
- 26th January - Republic Day: Republic Day is celebrated with enthusiasm and patriotism. The day begins with the vibrant hoisting of the National Flag. Faculty and students are honored for their notable achievements, fostering a sense of pride and motivation.

- **International Yoga Day:** Observed on June 21, this day is celebrated with great zeal, promoting physical and mental well-being among students and staff.
- **2nd October - Swachh Bharat Abhiyan:** The institute organizes cleanliness drives annually on Gandhi Jayanti, in alignment with the Government of India's Swachh Bharat initiative.

These celebrations reflect the institution's dedication to nurturing socially responsible and nationally conscious citizens.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice I: "Academic Enhancement and Monitoring Practice" through Annual Workload Plan (AWL)

The Internal Quality Assurance Cell (IQAC) at YCCE has implemented the Annual Workload Plan (AWL) to ensure systematic development and compliance with accreditation standards. The AWL Standard Operating Procedure (SOP) involves:

1. **Assignment of Key Responsibility Areas (KRAs):** Functional heads are assigned KRAs to define roles and accountability.
2. **Target Guidelines for Departments:** Departments are allocated specific targets based on their strengths and capacities.
3. **Faculty Target Allocation:** Faculty members receive target sheets with objectives based on their cadre, some of which are mandatory.

This approach enhances planning and monitoring, fostering academic excellence across departments.

Best Practice II: "Administrative Coordination and Review Practice" through Department Level Assessment (DLA)

To address technological advancements and industry challenges, the Department Level Assessment (DLA) is conducted annually at the end of the academic session as per a detailed SOP. This practice evaluates departmental performance and promotes continuous improvement.

Outcomes:

- Accreditation of six undergraduate (UG) and three postgraduate (PG) programs by the NBA.
- Enhanced student placements in prestigious national and multinational companies.

These best practices reflect YCCE's commitment to academic quality and industry readiness, ensuring overall institutional growth and stakeholder satisfaction.

File Description	Documents
Best practices in the Institutional website	https://ycce.edu/naac-plus-copy/
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

The institution is dedicated to cultivating high-quality engineers through a systematic approach to education, supported by state-of-the-art infrastructure and an innovation-driven ecosystem. It prioritizes enhancing both academic and research practices by implementing several key measures.

The institution actively promotes innovation in teaching and learning methodologies, with a strong emphasis on Outcome-Based Education (OBE) and Experiential Learning. A variety of courses focusing on employability, entrepreneurship, and skill development are offered to prepare students for dynamic career paths.

Collaborations with industry have resulted in the establishment of Centres of Excellence, incubation centres, and advanced

laboratories, ensuring students gain practical, industry-relevant experience. The institution also organizes Campus Recruitment Training (CRT) programs and facilitates semester-long internships, both of which are integral initiatives of the Internal Quality Assurance Cell (IQAC) aimed at improving students' employability.

The CRT program, specifically designed for pre-final-year students, focuses on skill enhancement to prepare them for campus placement drives. Its key objectives include:

- Preparing students for recruitment in various industries.
- Building self-confidence.
- Enhancing overall competency levels.
- Developing problem-solving and analytical reasoning skills.

The outcomes of these initiatives are evident through:

1. A marked improvement in student placements in prestigious national and multinational companies.
2. Enhanced industry readiness and professional competence among graduates.

File Description	Documents
Appropriate link in the institutional website	https://ycce.edu/eagles-of-ycce/
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

IQAC Action Plan for 2024-25 Quality Assessment & Accreditation

- NBA Accreditation of 01 UG Program
- Participation in NIRF, ARIIA and OBE Ranking
- Revision of Vision & Mission
- AAA Audit by External Members
- Revision of AWL 2024 SOP to suite Accreditation/Ranking

requirements Annual Quality Assurance Report of YESHWANTRAO CHAVAN COLLEGE OF ENGINEERING

- MoUs with organizations of repute
- Preparation for implementation of NEP
- T-L Process Strengthening
- Focus on conceptual understanding of the subject Credit transfer for experiential learning

Faculty Development & Initiatives

- Permission to the Faculty for pursuing higher education
- Faculty members to appear for ISO 1400 Certification
- Student Development & Initiatives
- Review of YCCE Eagles & YCAP Schemes
- Revision of student Policies/SOP's & its awareness to students
- Visit of Students to Institute of Eminence Practicing
- Innovative Methods in Teaching and Learning
- SWAYAM/NPTEL MOOCs Certification by Students
- Workshops on III Offering Industry Aligned/Research Organization aligned Courses

R & D Activities

- Quality Publications in reputed Journals and Conferences
- Provision of more institutional funding for promoting research
- Submission of Proposals to Funding Agencies
- Patent & Copyright Proposal Submission/Publication
- Strengthening innovation, incubation, and research centers
- Consultancy Facilities & Revenue Encourage and enhance consultancy services/facilities