

Yashoda Shikshan Prasark Mandal

Yashoda Technical Campus, Satara

An Autonomous Institute



Institutional Best Practices



➤ Introduction

Yashoda Technical Campus, Satara, follows institutional practices to strengthen academic quality, student progression, industry engagement, sustainability and administrative efficiency. These practices focus on student mentoring, industry integrated experiential learning, Outcome Based Education, SDG integration, stakeholder feedback and e-governance.

➤ Purpose

The purpose of documenting these practices is to present the processes followed by the institution, their primary focus, implementation responsibilities and the records used for monitoring and improvement. This documentation supports consistent implementation, transparent review and continuous quality enhancement.

➤ Overview of the Best Practices

1. **Structured Mentoring and Academic Support System:** Student mentoring, academic counselling, remedial support, advanced learner support and student progression.
2. **Industry Integrated Experiential Learning:** Internships, industrial visits, expert sessions, live projects and industry oriented learning.
3. **Outcome Based Education and Continuous Improvement:** CO, PO and PSO attainment, academic gap analysis and corrective actions.
4. **SDG Integration in Academic and Co-curricular Activities:** Integration of Sustainable Development Goals into teaching, student projects and institutional activities.
5. **Feedback Based Institutional Improvement:** Stakeholder feedback analysis, action taken reports and continuous quality enhancement.
6. **E-Governance for Transparent and Efficient Administration:** Digitalisation of administration, finance and accounts, student admission and support, and examination processes.

➤ Implementation and Review

The practices are implemented through the relevant institutional departments, faculty members, cells and committees. Their implementation is supported by appropriate plans, records, reports and review mechanisms. Findings are used to identify gaps and determine improvement measures.

This document records the six practices followed at Yashoda Technical Campus, Satara. Any quantitative outcomes or impact claims should be included only when supported by verified institutional records.



Best Practice 1: Structured Mentoring and Academic Support System

1. Objectives

- Provide each student with regular academic and personal guidance through an assigned faculty mentor.
- Monitor academic, co-curricular, extracurricular and career progress.
- Identify learning needs and provide appropriate remedial or advanced learner support.
- Support student progression through timely guidance, follow up and referral of concerns.

2. Context and Rationale

Students have varied educational backgrounds, learning needs and career aspirations. A structured mentoring process provides a regular point of contact and helps the institution monitor student progress throughout the programme.

3. Implementation Process

1. The Head of Department assigns faculty mentors to student groups according to the institutional mentoring process.
2. Mentors meet students regularly and maintain records of guidance, interactions and follow up.
3. Academic performance is reviewed after internal assessments and semester examinations.
4. Students requiring additional support are guided towards remedial classes, practice sessions, tutorials, doubt solving, peer support and academic counselling, as appropriate.
5. Advanced learners are encouraged to participate in enrichment activities, projects, research, technical competitions, certification courses and peer mentoring.
6. Mentors guide students regarding co-curricular activities, extracurricular participation and career development.
7. Parents or guardians are contacted when required, and significant concerns are referred to the Head of Department or the appropriate institutional mechanism.

4. Roles and Responsibilities

- Head of Department: allocate mentors and review cases requiring further attention.
- Faculty mentor: conduct meetings, maintain records and guide students.
- Course faculty: share relevant academic observations and assessment information.
- Students: participate in mentoring and act on agreed guidance.
- Parents or guardians: participate in communication or meetings when required.

5. Documentary Evidence

- Mentor and mentee allocation records
- Mentoring handbook and student meeting records
- Semester wise academic performance analysis
- Remedial and advanced learner support records
- Parent communication records, where applicable
- Departmental review and follow up records

6. Outcomes and Impact

Expected outcomes include improved access to student guidance, early identification of academic difficulties, appropriate support for learners and better monitoring of student progression. Any quantitative claims should be supported by verified institutional records.



7. Monitoring and Continuous Improvement

Review academic performance, mentoring records, participation and follow up actions. Use the findings to improve individual guidance and academic support.



Best Practice 2: Industry Integrated Experiential Learning

1. Objectives

- Connect classroom learning with practical workplace requirements.
- Provide opportunities for students to observe and experience industrial practices.
- Strengthen professional skills through expert interaction, internships and live projects.
- Improve students' understanding of industry expectations and career opportunities.

2. Context and Rationale

Experiential learning supports the application of theoretical knowledge to real situations. Industry interaction also helps students understand workplace practices, emerging technologies and professional expectations.

3. Implementation Process

1. Departments identify relevant industries and experiential learning opportunities in accordance with programme requirements and the academic calendar.
2. Industrial visits are planned to expose students to relevant processes, equipment, technologies and workplace practices.
3. Expert sessions and interactions are arranged to provide professional insights and current industry perspectives.
4. Internships and in-plant training are facilitated where applicable, and students are guided regarding learning objectives and expected outputs.
5. Live projects and industry related assignments are encouraged where suitable opportunities and institutional arrangements are available.
6. Student participation, reports, presentations and other evidence of learning are documented.
7. Feedback from students, faculty and industry representatives, where available, is reviewed to improve future activities.

4. Roles and Responsibilities

- Departments and faculty: plan activities and relate them to course learning requirements.
- Industry partners and experts: provide exposure, professional inputs or project opportunities as agreed.
- Students: participate in activities and submit required reports or outputs.
- Training and Placement Office: support industry coordination and related opportunities.
- Institutional committees: facilitate approvals and documentation where required.

5. Documentary Evidence

- Industrial visit plans, permissions and reports
- Attendance and participant details
- Expert session schedules and reports
- Internship records and completion certificates
- Live project briefs, reports and presentations
- Student feedback and activity review records

6. Outcomes and Impact

Expected outcomes include practical exposure, improved understanding of industry practices and opportunities to develop professional competencies. Claims about participation, internships or project outcomes should be supported by verified records.



7. Monitoring and Continuous Improvement

Review activity reports, student learning outputs and feedback. Use the findings to improve the relevance, quality and continuity of industry integrated learning.



Best Practice 3: Outcome Based Education and Continuous Improvement

1. Objectives

- Align teaching, learning and assessment with Course Outcomes, Programme Outcomes and Programme Specific Outcomes.
- Measure attainment and identify gaps in student learning and programme performance.
- Use academic gap analysis to plan corrective and improvement actions.
- Strengthen continuous improvement through documented review and follow up.

2. Context and Rationale

Outcome Based Education provides a structured approach to planning teaching-learning activities, assessing student achievement and reviewing attainment. Systematic analysis helps departments identify areas requiring academic or process improvement.

3. Implementation Process

1. Course faculty prepare course plans and conduct teaching-learning activities in accordance with the approved curriculum and intended Course Outcomes.
2. Assessment tools and evaluation methods are used to measure student achievement against the stated outcomes.
3. Course Outcome attainment is calculated using the approved institutional methodology and available assessment data.
4. Programme Outcome and Programme Specific Outcome attainment is analysed using the approved mapping and assessment process.
5. Departments review attainment results and identify gaps, weak areas and possible contributing factors.
6. Corrective actions are planned and implemented, such as revision of teaching strategies, additional practice, remedial support or changes to learning activities, as appropriate.
7. Action taken and subsequent review findings are documented to assess whether the identified gaps have been addressed.

4. Roles and Responsibilities

- Course faculty: map course content and assessment to Course Outcomes and analyse attainment.
- Programme coordinator and departmental committees: consolidate and review CO, PO and PSO attainment.
- Head of Department: approve or monitor corrective actions and follow up.
- IQAC and academic bodies: review quality processes and improvement documentation as applicable.
- Students: participate in planned learning and assessment activities.

5. Documentary Evidence

- Course plans and CO mapping
- Assessment records and CO attainment calculations
- PO and PSO mapping and attainment analysis
- Academic gap analysis reports
- Corrective action plans and action taken reports
- Departmental and academic review minutes



6. Outcomes and Impact

Expected outcomes include systematic measurement of learning attainment, identification of academic gaps and documented corrective actions. Attainment values and improvement claims should be drawn from verified course and programme records.

7. Monitoring and Continuous Improvement

Review CO, PO and PSO attainment and the effectiveness of corrective actions. Carry forward unresolved gaps into subsequent academic planning.



Best Practice 4: SDG Integration in Academic and Co-curricular Activities

1. Objectives

- Integrate relevant Sustainable Development Goal themes into academic and co-curricular activities.
- Promote awareness of sustainability challenges through teaching, projects and student participation.
- Encourage practical and interdisciplinary approaches to environmental, technological and societal issues.
- Document SDG related activities and review their learning contribution.

2. Context and Rationale

Sustainable Development Goals provide a framework for connecting education with environmental, social and economic challenges. Their integration into suitable academic and co-curricular activities helps students relate technical knowledge to sustainable development.

3. Implementation Process

1. Identify SDG themes relevant to course content, student projects and planned institutional activities.
2. Integrate relevant themes into teaching-learning, assignments, laboratory work, seminars, presentations and projects where appropriate.
3. Encourage student projects and practical activities that examine sustainability related problems and possible solutions.
4. Conduct or participate in suitable co-curricular activities such as awareness programmes, competitions, expert sessions, exhibitions and outreach activities.
5. Record the SDG linkage and provide a brief justification showing how the activity relates to the selected goal or goals.
6. Maintain activity reports, student participation details and evidence of outputs or learning.
7. Review the activities to identify opportunities for stronger integration into future academic and co-curricular planning.

4. Roles and Responsibilities

- IQAC: coordinate institutional quality documentation and review.
- Departments and course faculty: identify relevant SDGs and integrate them into academic activities.
- Activity coordinators and committees: plan and document co-curricular activities.
- Students: participate in activities, projects and presentations.
- Institutional administration: facilitate approved activities and required resources.

5. Documentary Evidence

- Course plans and activity plans
- SDG mapping with justification
- Student project reports and presentations
- Co-curricular activity reports and attendance
- Photographs and supporting records
- Review notes and documented improvement actions



6. Outcomes and Impact

Expected outcomes include improved student awareness of sustainability and stronger links between academic learning and real world challenges. Specific impact figures should be included only where supported by institutional records.

7. Monitoring and Continuous Improvement

Review the relevance of SDG mapping, student participation and activity outputs. Use findings to improve future teaching, projects and co-curricular activities.



Best Practice 5: Feedback Based Institutional Improvement

1. Objectives

- Collect feedback from relevant stakeholders on academic and institutional processes.
- Analyse feedback systematically to identify strengths and areas requiring improvement.
- Document action taken in response to significant feedback findings.
- Use follow up and review to support continuous quality enhancement.

2. Context and Rationale

Stakeholder feedback provides information about the effectiveness of teaching-learning, student support and institutional services. A structured feedback process helps the institution identify concerns, prioritise improvements and document its response.

3. Implementation Process

1. Identify the relevant stakeholder groups and feedback areas according to the institutional feedback process.
2. Administer the approved feedback forms or other institutional feedback mechanisms at appropriate intervals.
3. Compile and analyse the feedback using the approved criteria and reporting format.
4. Identify significant concerns, recurring issues and areas requiring corrective action.
5. Communicate relevant findings to the concerned departments or institutional authorities for review.
6. Prepare an Action Taken Report describing the action proposed or completed, the responsible person or unit and the status of follow up.
7. Where the institutional process requires individual follow up, obtain explanations or improvement plans from the concerned persons or units.
8. Review completed actions and retain supporting evidence for institutional quality review.

4. Roles and Responsibilities

- IQAC: coordinate the feedback process, consolidate findings and review action taken reports.
- Departments: analyse relevant feedback and implement approved improvements.
- Faculty and service units: respond to findings and undertake agreed actions where applicable.
- Students, parents, alumni, employers and other stakeholders: provide feedback through the applicable mechanisms.
- Institutional authorities: review significant issues and facilitate necessary action.

5. Documentary Evidence

- Approved feedback forms and collection records
- Stakeholder wise feedback analysis
- Summary reports and identified areas for improvement
- Action Taken Reports
- Improvement plans and follow up evidence
- Committee minutes and communication records

6. Outcomes and Impact

Expected outcomes include documented stakeholder concerns, evidence of institutional response and a traceable process for continuous quality enhancement. Improvement claims should be linked to completed actions and supporting records.



7. Monitoring and Continuous Improvement

Review feedback trends, action completion and subsequent feedback where available. Use recurring concerns to prioritise further improvements.



Best Practice 6: E-Governance for Transparent and Efficient Administration

1. Objectives

- Use digital systems to support efficient and transparent institutional administration.
- Strengthen digital processing of administration, finance and accounts, student admission and support, and examinations.
- Improve access to information, record management and process monitoring.
- Promote timely processing and accountability through appropriate digital records and controls.

2. Context and Rationale

E-governance can support consistency, accessibility and traceability across academic and administrative services. Digital processes help manage institutional information and support coordination among students, faculty, departments and administrative units.

3. Implementation Process

1. Use institutional digital systems for administrative processes according to the systems and procedures approved by the institution.
2. Maintain digital records for finance and accounts, including relevant transactions, approvals and reports, in accordance with institutional procedures.
3. Use digital tools to support student admission, student information and student support processes as applicable.
4. Use the approved examination systems and digital records to support examination related administration, processing and communication.
5. Provide authorised users with access appropriate to their roles and responsibilities.
6. Maintain records and follow up of digital transactions, applications, requests or examination processes as supported by the systems in use.
7. Review process performance and user concerns to identify opportunities for improving efficiency, accessibility and reliability.

4. Roles and Responsibilities

- Institutional administration: oversee implementation and coordination of digital processes.
- Finance and accounts section: maintain relevant digital financial records and reports.
- Admission and student support units: manage relevant student related digital processes.
- Examination section: use approved systems for examination related processes.
- IT or ERP support team, where assigned: support system availability, user access and issue resolution.
- Faculty, staff and students: use the applicable systems and follow institutional procedures.

5. Documentary Evidence

- List of digital systems and processes in use
- Digital admission and student support records
- Finance and accounts reports and transaction records
- Examination related digital records
- User access and issue resolution records, where maintained
- System review, user feedback and improvement records



6. Outcomes and Impact

Expected outcomes include improved process traceability, more accessible records and efficient handling of institutional transactions and services. Claims about time savings, error reduction or user satisfaction should be supported by verified records.

7. Monitoring and Continuous Improvement

Review system usage, processing issues, user feedback and record completeness. Identify and document improvements to digital processes in coordination with the responsible institutional units.

Approval

Prepared by:

Dr. N. M. Jamadar
Dean, IQAC

Signature: _____



Approved by:

Dr. Vikram S. Patil
Director
Yashoda Technical Campus, Satara

Signature: _____

